

National framework for CHILD PROTECTION LEARNING AND DEVELOPMENT IN SCOTLAND 2012





National Framework for Child Protection learning & development in Scotland 2012

Scottish Government 2012





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Ministerial Foreword

All children and young people have the right to be cared for and protected from harm, and to grow up in a safe environment in which their rights and needs are respected. The National Guidance for Child Protection in Scotland, which was published in December 2010, provides a clear definition of what abuse is as well as expectations for all those working with children and young people regarding identifying and acting on child protection concerns. My vision is for a Scotland, which is the best place in the world for children to grow up and become responsible citizens, successful learners, confident individuals and effective contributors to society.



The well-being and safety of children relies on the competences, knowledge and skills of the multi-agency workforce. Working together requires the interaction of all services, the public, children and families. For the system to work effectively, it is essential that everyone understands the contribution they can make and how these contributions work together to provide the best outcomes for children. Social workers, health professionals, police, housing and educational staff, third and private sector, all those working in adult protection and anyone else who works with children and families, should be aware that they require particular skills to protect children and young people from harm. We must not forget that the well-being and safety of children is everyone's responsibility.

Since the publication of "Protecting Scotland's Children and Young People Training Framework" in 2005, the child protection landscape in Scotland has developed considerably. New legislation, new areas of practice and new approaches have shaped activity at both national and local level. Child sexual exploitation, child trafficking and the protection of children affected by parental alcohol and/or drug misuse are some of the specific issues that have become the focus of our attention in recent years. A major development in Scotland has been an approach that puts the interests of children and young people at the centre of every process. The "Getting It Right For Every Child" (GIRFEC) approach is a national programme to improve outcomes for all children and young people.

The National Framework for Child Protection Learning and Development reflects this changed and changing landscape. It also reflects the Scottish Government's distinctive and strong commitment to working in partnership with practitioners across the child protection sector to best support local practice at national level. I am proud to say that this Framework is a product of that approach.

I would like to thank all those who have been involved in developing the Framework with the ultimate aim of improving services for children and young people across the country.

Aileen Campbell
Minister for Children and Young People





Section 1: Introduction to the Framework

- 1.1 The well-being and safety of children and young people in Scotland is paramount. They have the right to be cared for and protected from harm, and to grow up in a safe environment in which their well-being, rights and needs are respected.
- 1.2 A child's network of support will almost always have at its heart their parents, carers and family. It will also include the universal services of health and education. Some statutory agencies have legal duties towards children and young people, but everyone who comes into direct or indirect contact with them has a fundamental duty of care. The "Getting It Right For Every Child" (GIRFEC) approach is multi-agency and puts the well-being of the child and young person at the centre of how services for them are designed, planned and delivered. It is based on early intervention as soon as a concern is identified.
- 1.3 Agencies like health and education, the police and social work, and a range of other statutory third sector and private sector agencies need to recognise the risks children and young people face, and take appropriate action. Every adult in Scotland has a role to play in ensuring our children and young people live safely and can reach their full potential.
- 1.4 All of those in the multi-agency workforce involved with children, young people and their families need to work together to achieve the best outcomes. That includes: paid and unpaid workers / volunteers; those working in a variety of roles that support children, young people and adults; those working directly and indirectly with children and young people (including young people over the age of 16 who are still subject to a supervision requirement by a Children's Hearing and those who still need intervention to protect them); and those working with other family members such as parents / carers (including through a range of services which may be working with these adults). They need to be able to meet the individual needs of children and young people, respecting the different strengths each agency brings. They must have the learning and development they require to ensure they have the knowledge, skills and values they need to work effectively.
- 1.5 This National Framework for Child Protection Learning & Development in Scotland 2012¹ is designed to complement existing material. It is aimed particularly at those responsible for meeting the learning and development needs of the multi-agency workforce (those who commission, develop, purchase, and deliver learning and development). However, it will also help all of those who are part of the multi-agency workforce to recognise the importance to them of child protection learning and development, and to identify their own needs.

¹ Referred to throughout as "The Framework".



The aims of the Framework

1.6 The overall aims of the Framework are to:

- Contribute to developing a competent and confident workforce to promote the well-being of children and young people, protect them from harm and improve outcomes for them.
- Ensure that all workers who come into direct or indirect contact with children and young people and other family members have the knowledge, skills and values they need to:
 - Be aware of their roles and responsibilities relating to the well-being and protection of children and young people.
 - Contribute effectively to the multi-agency task of assessing, managing and minimising the risks they face.
 - Deliver a consistently high standard of support to children and young people in Scotland.
- Provide a tool to assist in identifying learning and development needs, and help those who are responsible for meeting these needs to establish, implement and evaluate inter-agency child protection learning and development, and promote collaborative working.

The nature of the Framework

1.7 In order to achieve these aims, the Framework:

- Establishes a set of competences to help identify the knowledge and skills required by different elements of the multi-agency workforce who are likely to encounter children and young people in need of support and protection, or other members of their families, in their work.
- Sets out the importance of learning together on a multi-agency basis.
- Provides a framework for agencies to develop their local learning and development strategies and evaluate their performance.
- Places a responsibility on organisational leaders to encourage different methods of learning and development.

1.8 The Framework recognises the importance of early intervention and prevention, high quality service provision, leadership and a professional workforce. It is underpinned by a commitment to recognising diversity and promoting equality (for the workforce, children and young people and other family members).

1.9 The Framework was written specifically for the Scottish context. It was developed by the Multidisciplinary Child Protection Learning and Development Group and the Child Protection Learning and Development Sub-group. It was enhanced by the involvement of a range of stakeholders, including: Training Coordinators; Child Protection Lead Officers; third sector agencies, CoSLA and NHS Education for Scotland. The draft was subject to a consultation carried out by the Scottish Government.





1.10 This section has provided an introduction to the aims, nature and development of the Framework. The rest of the Framework covers the following:

- Section 2 sets the Framework in its wider context.
- Section 3 identifies overall roles and responsibilities in protecting children and young people, and highlights the core competences, knowledge and skills required by different workforce groups.
- Section 4 summarises the processes of identifying learning and development needs, enabling and evaluating provision.
- Section 5 identifies roles and responsibilities in ensuring learning and development.

1.11 Annexes contain a glossary of terms (Annex 1); resources and references (Annex 2); and a model of evaluation (Annex 3).



Section 2: The Framework in context

- 2.1 The significant work that has already been done relating to child protection learning and development in Scotland is acknowledged. This Framework aims to enhance and support the work being carried out by all of those represented on Child Protection Committees (CPCs). It also builds on a previous document: “Protecting Scotland’s Children and Young People Training Framework (2005)”, known to many as “Version 12”. The Framework reflects many of the competences established in Version 12, but moves away from the notion of “levels”, to take account of the complex nature of work carried out when protecting children and young people and working with families, and the range of roles that may be involved.
- 2.2 The Framework is closely aligned to three key areas²:
- The Scottish Government’s commitment to delivering the best possible outcomes for children, young people and families.
 - The five Strategic Objectives (to make Scotland: wealthier and fairer; smarter; healthier; safer and stronger; and greener).
 - The Care Inspectorate’s Quality Indicators for training, learning and development.
- 2.3 Within this overall context, there is a range of relevant work at international, national and local level, including legislation, policy and strategy, as well as work relating to continuing professional development (CPD). While it is impossible to identify all of the relevant developments here, key aspects of the context are highlighted below³, and Annex 2 provides some additional references.

Putting children and young people at the centre of the process

- 2.4 A major development in Scotland has been an approach that puts the interests of children and young people at the centre of every process. The “Getting It Right For Every Child” (GIRFEC) approach (mentioned earlier) is a national programme to improve outcomes for all children and young people. The Scottish Government has set out a vision that all Scotland’s children and young people will be: successful learners; confident individuals; effective contributors; and responsible citizens. GIRFEC promotes action to improve the well-being of all children and young people, with eight “well-being indicators” identified. These are that children and young people need to be: safe; healthy; active; nurtured; achieving; respected; responsible; and included⁴. The GIRFEC approach (and the associated National Practice Model) have been designed to address any issue affecting a child or young person.

² Links to documents and resources associated with issues explored in this and later chapters are provided at Annex 2.

³ Wherever possible, the language used reflects or reproduces that of the original source document.

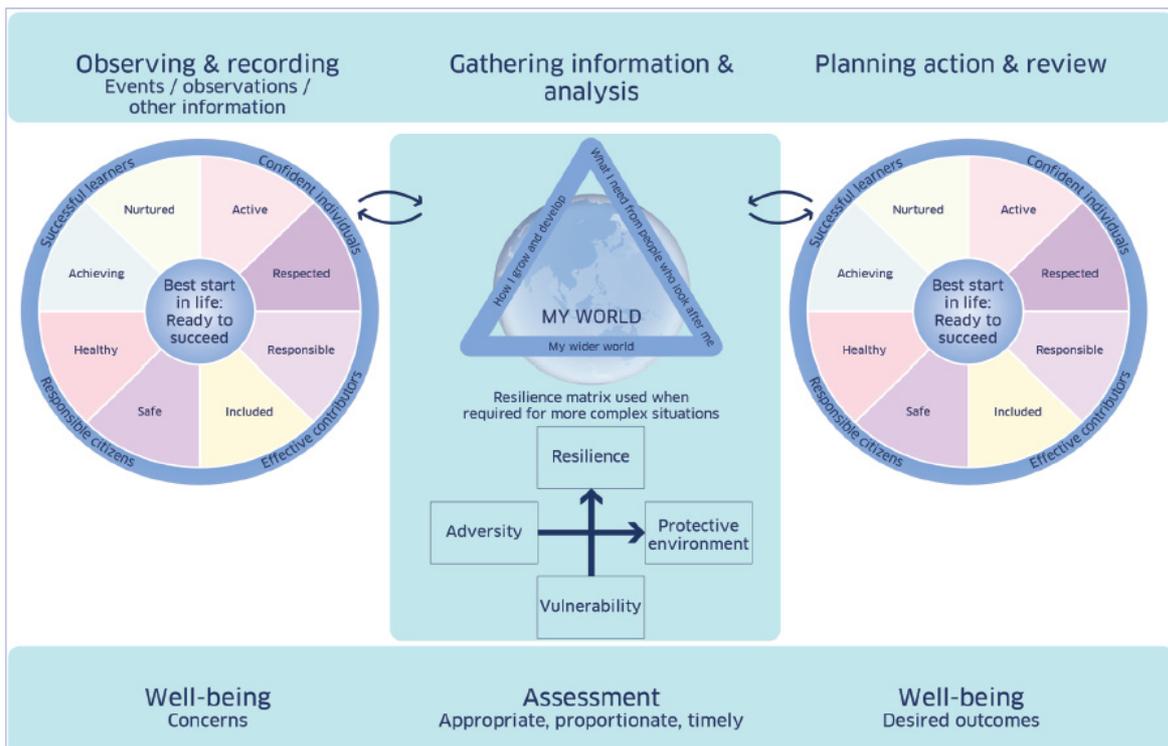
⁴ These are sometimes referred to as “SHANARRI”.



2.5 This Framework is underpinned by the values, principles and National Practice Model of the GIRFEC approach. The GIRFEC values and principles are:

- Promoting the well-being of individual children and young people.
- Keeping children and young people safe.
- Putting the child at the centre.
- Taking a whole child approach.
- Building on strengths and promoting resilience.
- Promoting opportunities and valuing diversity.
- Providing additional help that is appropriate, proportionate and timely.
- Supporting informed choice.
- Working in partnership with families.
- Respecting confidentiality and sharing information.
- Promoting the same values across all working relationships.
- Making the most of bringing together each worker's expertise.
- Co-ordinating help.
- Building a competent workforce to promote children and young people's well-being.

2.6 The National Practice Model is as follows:





2.7 GIRFEC has a number of key components⁵:

- A focus on improving outcomes for children, young people and their families based on a shared understanding of well-being.
- A common approach to gaining consent and sharing information where appropriate.
- An integral role for children, young people and families in assessment, planning and intervention.
- A co-ordinated and unified approach to identifying concerns, assessing needs, agreeing actions and outcomes, based on the well-being indicators.
- Streamlined planning, assessment and decision-making processes that result in children, young people and their families getting the right help at the right time.
- Consistent high standards of co-operation, joint working and communication, locally and across Scotland.
- A Named Person in universal services for each child and a Lead Professional to co-ordinate and monitor multi-agency activity where necessary.
- Maximising the skilled workforce within universal services to address needs and risks as early as possible.
- A confident and competent workforce across all services for children, young people and their families.
- The capacity to share demographic, assessment and planning information electronically within and across agency boundaries.

2.8 The Scottish Government's revised National Guidance for Child Protection in Scotland (2010)⁶ sets out these components, providing a national framework within which local agencies and workers can understand and agree processes for working together to safeguard and promote the well-being of children and young people. It makes clear how agencies should respond early and effectively to concerns about children and young people, ensuring that practice is consistent and of a high quality.

2.9 Through the Children and Young People Bill, Ministers intend placing key elements of GIRFEC on a statutory basis, including the Named Person, the Child's Plan and a duty to co-operate. Formal consultation on the Bill has now finished (September 2012) and the Bill is expected to be introduced to Parliament next year (2013).

⁵ Taken from the Scottish Government (2010) *National Guidance for Child Protection in Scotland*

⁶ The 2010 guidance replaces the previous version, *Protecting Children - A Shared Responsibility: Guidance on Inter-agency Co-operation*, which was published in 1998, and incorporates the Scottish Government guidance, *Protecting Children and Young People: Child Protection Committees* (2005).



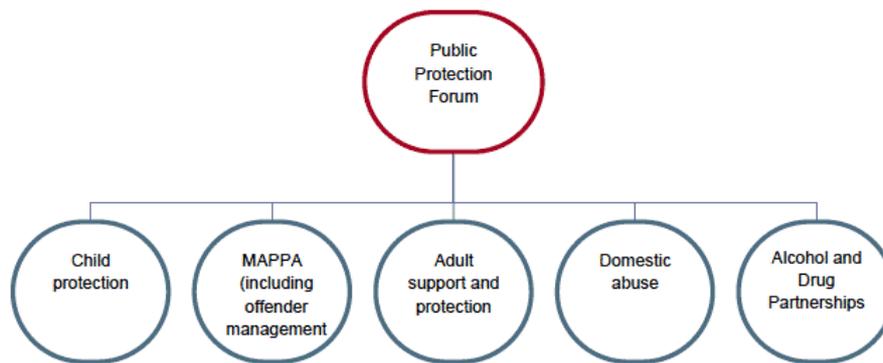
2.10 Scotland's policy and legislative agenda is also influenced by a wider focus on the rights of children and young people, consistent with the GIRFEC approach. The United Nations Convention on the Rights of the Child 1989 (UNCRC) is a human rights treaty setting out the rights of children. The Children's Charter (2004) reflects what children and young people have a right to expect, and a Framework for Standards (2004) provides a means of translating the Charter's commitments into practice, setting out what they can expect from workers and agencies to ensure that they are adequately protected and their needs met. It also sets out what parents or other adults can expect if they report abuse and neglect. The Children (Scotland) Act 1995 also reflects the UN Convention's key principles, in particular the principle of best interests and the right of the child to express those views freely in all matters affecting the child.





Children and young people in the wider public protection context

2.11 Protecting children and young people takes place in the wider context of public protection. Public protection aims to reduce the harm to children, young people and adults at risk, and covers work relating to: child protection; Multi-Agency Public Protection Arrangements (MAPPA) and offender management; adult support and protection (e.g. adults at risk because of an aspect of their mental or physical health or disability); domestic abuse; and alcohol and drug misuse. There are partnership arrangements in place in all of these areas of work, and public protection work takes place with both victims and perpetrators.



(Diagram 1.2) Source: National Guidance for Child Protection in Scotland 2010⁷

2.12 Public protection requires agencies to co-ordinate an effective response that gives at-risk individuals the support they need to reduce the risk in their lives. The work is usually done on a multi-agency basis, making it important that each agency is clear about its own roles and responsibilities and those of other agencies involved. Such co-ordinated planning and intervention needs to be supported by learning and development opportunities to ensure best practice.

2.13 The National Guidance for Child Protection in Scotland identifies a range of issues linked to other aspects of public protection. It highlights particular issues that may have an adverse impact on children and young people, which include:

- Indicators of risk (e.g. domestic abuse; parental alcohol and drug misuse; disability; non-engaging families; mental health problems; harmful or problematic sexual behaviour; female genital mutilation; honour-based violence and forced marriage; child sexual exploitation; fabricated or induced illness; sudden unexpected death in infants and children).
- Harm outside the home or in specific circumstances (e.g. complex child abuse investigations; child trafficking; historical allegations of abuse; children who are looked after away from home; online and mobile phone child safety; children and young people who place themselves at risk; children and young people who are missing; underage sexual activity; and bullying).

⁷ www.scotland.gov.uk/Publications/2010/12/09134441



The learning and development context

- 2.14 This Framework also acknowledges the importance of the multi-agency learning and development environments that already exist, and the support provided to these by local Child Protection Committees and others. A number of documents make specific reference to learning and development and CPD which are relevant to this Framework.
- 2.15 The National Guidance, for example, states that child protection can be a complex and demanding area for paid staff and volunteers at all levels, and requires sound professional judgements to be made. As such, it states that training must be a core consideration. Multi-agency training is identified as an essential component in building common understanding and fostering good working relationships, which are vital to effective child protection. Child Protection Committees are identified as being well-placed to develop and deliver such training. The Guidance also notes that training on both a single and an inter-agency basis can help to develop the core skills needed to support effective inter-disciplinary working on actual cases of abuse, and on prevention and post-abuse programmes.
- 2.16 The Guidance identifies that training should recognise and support the unique contribution that each service has to make to meeting and protecting the needs of children and young people. It also states that multi-agency training should be widely available for local services (including managers and leaders as well as practitioners). It also highlights the need for specific training for those involved in child protection work with children and young people in some of the specific circumstances identified.
- 2.17 A “Common Core of Skills, Knowledge and Understanding and Values for the Children’s Workforce In Scotland” (2012), describes the skills, knowledge, understanding and values that everyone (paid or unpaid) working with children, young people and other family members should have, and the “basics” needed to build positive relationships and promote children’s rights. The skills, knowledge and understanding (“essential characteristics”) are set out in two contexts: relationships with children, young people and families; and relationships between workers. They are cross-referenced to the guiding principles of the UNCRC, and the values are taken from GIRFEC. The Common Core document states that some agencies will add to it, to reflect local circumstances, or elements particular to their own workforce.
- 2.18 There are also local CPD / learning and development frameworks in place (sometimes on a multi-agency basis), some of which relate specifically to child protection. There are also a number of single agency CPD frameworks, such as the NHS Knowledge and Skills Framework (KSF), which identifies the knowledge and skills needed in order to deliver quality services, and is supported by an online tool. There are also other single agency frameworks and practices which support and enable CPD (e.g. for those working in education, social work and justice, including those working with adults). There has also been a range of work in Scotland relating to the development of standards of provision and quality of services.



2.19 A number of professional development organisations, regulatory bodies, umbrella bodies and networks also have a role in supporting and promoting CPD. Some focus on particular fields of work (e.g. social work; health; education; police), while some provide support and resources on a multi-agency basis. Details are given at Annex 2. It is also important to note that there are a range of qualifications (including some Scottish Vocational Qualifications, undergraduate, postgraduate and professional qualifications) which are relevant to child protection learning and development, as are National Occupational Standards. There are also pre- and post-registration curricula for some workers.

2.20 This Framework recognises that there are variations in requirements across agencies and sectors, and differences in local policies and procedures, as well as in the learning and development opportunities available. While it would be impossible to match this Framework directly to each local area, or each agency's own requirements and provision, the Framework can complement, supplement and strengthen CPD work in relation to child protection.

Using this Framework

2.21 The material in the Framework is designed to be used alongside existing guidance and documents. It can be used to focus specifically on making sure that relevant workers have the competences, knowledge and skills they need to carry out their roles in protecting children and young people from harm. It can also be used to review what the workforce already know and understand, support learning and development needs analysis and identify opportunities for learning and development. It should inform and enhance practice for those who need a particular set of skills, and can be used as a tool when writing job descriptions.

2.22 Child protection and workforce development should be seen as an essential part of continuous improvement, and the Framework is designed for use as part of agencies' continuous professional development. The individual learning and development needs of each worker should to be considered and reviewed, and child protection learning and development included, where relevant, in how workers and managers will meet the CPD requirements of particular roles. The competences, knowledge and skills can be "mapped" at an individual level to other forms of learning and development that workers take part in.

2.23 Using this Framework is not about every workforce member attending formal training. It is about reflecting on what the workforce is being asked to do to protect children and young people, and identifying what they need to know and understand in order to do it. The Framework should contribute to developing a confident and competent workforce and should support and develop local integrated service frameworks. The competences can inform child protection learning and development, and encourage a standard to build on in Scotland.



- 2.24 The Framework should not be considered in isolation. It should be read alongside the guidance on GIRFEC; the National Guidance on Child Protection; and the Common Core. The competences and skills should be used alongside the eight well-being indicators which are at the heart of the GIRFEC approach. Child protection training should not replace GIRFEC training, but should be additional to this. The Framework should also be read alongside other legislation, policy, strategy and CPD material that is relevant to specific agencies. It does not replace any local multi-agency or single agency frameworks, but aims to enhance and support them. It should be considered alongside these by each agency, and those responsible for their learning and development needs, and used to reflect local circumstances.
- 2.25 The workforce groupings described in the next section will not necessarily correspond directly to those in other frameworks or documents, but it should be possible for agencies to identify the requirements for particular roles, and to “map” these broadly to other relevant material relating to the requirements of a role.
- 2.26 It is also possible that, in the lifetime of this Framework, the content of other relevant documents may change. Where this is the case, this Framework should always be considered alongside the most up to date version of other material.



Section 3: Competences, knowledge and skills

- 3.1 This section identifies the competences, knowledge and skills needed by different workforce groups relating to their roles within the multi-agency workforce. First, however, key roles and responsibilities in child protection are outlined briefly below. (The National Guidance should be consulted for more detailed material.)

Roles and responsibilities for child protection

- 3.2 Although the focus of this Framework is on workforce learning and development, it is important to stress that everyone in Scotland has a role in ensuring the well-being of children and young people, and in protecting them. As well as the multi-agency workforce, this includes those responsible for national and local policy making (including the Scottish Government); other partnerships; local communities; and the general public. However, for the purposes of this Framework, the particular responsibilities of Child Protection Committees, Chief Officers, single agencies and (within these) the multi-agency workforce are outlined briefly below. The competences, knowledge and skills required by the workforce are detailed later in this section.

Child Protection Committees and Chief Officers

- 3.3 Child Protection Committees are inter-agency partnerships in each local authority area. The National Guidance sets out that CPCs are responsible for:

“the design, development, publication, distribution, dissemination, implementation and evaluation of child protection policy and practice across the public, private and wider third sectors in their locality and in partnership across Scotland”.

- 3.4 Their functions include: continuous improvement (policies, procedures and protocols; self-evaluation, performance management and quality assurance; promoting good practice; training and staff development); strategic planning (communication, collaboration and co-operation; making and maintaining links with other planning fora); and public information and communication (raising public awareness; involving children and young people and their families).

- 3.5 Chief Officers are Chief Constables and the Chief Executives of health boards and local authorities. The National Guidance makes clear that they are responsible for:

“ensuring that their agencies, individually and collectively work to protect children and young people as effectively as possible. They also have responsibility for maximising the involvement of those agencies not under their direct control, including the Scottish Children’s Reporter Administration, the Crown Office and Procurator Fiscal Service and the third sector”.

- 3.6 They are individually and collectively responsible for the leadership, direction and scrutiny of their child protection services and their CPCs, and for overseeing the





commissioning of all child protection services. They are individually responsible for promoting child protection across all areas of their individual agencies and services. This responsibility applies equally to the public, private and third sectors.

Single agencies / the multi-agency workforce

3.7 The multi-agency workforce involved in ensuring child protection includes workers based in a range of single agencies, including statutory, third sector and private sector agencies. The National Guidance specifies that:

“all agencies, professional bodies and services that deliver adult and/or child services and work with children and their families, have a responsibility to recognise and actively consider potential risks to a child, irrespective of whether the child is the main focus of the involvement.”

3.8 The Guidance also makes clear that:

“Each has a different contribution to make to this common task. These include: identifying concerns; sharing relevant information; contributing to risk assessments and Child Protection Plans; and, in some instances, actively contributing to investigations and providing specialist advice or support”.

3.9 All agencies that work with children, young people and other family members have a shared responsibility for protecting children and young people and safeguarding their well-being through the delivery of their core functions. Child protection should be part of these core functions. For example, an abused or neglected child or young person may need the effective treatment that a health provider can offer; or they may need a good educational experience. Multi-agency child protection is not just about everyone having a role in recognising the issues, but everyone having a role in delivering their core services to all children and young people, especially those who may be missing out on services they need, due to abuse or neglect.

3.10 At the start of the Framework, it was noted that the multi-agency workforce includes paid and unpaid workers in a variety of roles. It includes people who have contact with children and young people directly and indirectly; and those who have contact with relevant adults, such as parents and carers (including through services which may be working with these adults, such as: addictions services; health and mental health services; domestic abuse services; criminal justice services; housing services; other adult services etc.). Each agency and different parts of the workforce within that agency will be involved in different ways and to a different extent.



Workforce groups

- 3.11 This Framework identifies three workforce groups within the multi-agency workforce, each of which requires different competences, knowledge and skills, based on the nature and extent of their contact (direct or indirect) with children, young people and other family members (and their consequent roles in relation to child protection). These groups are:
- The “general contact” workforce.
 - The “specific contact” workforce.
 - The “intensive contact” workforce.
- 3.12 They are defined below, before a set of competences, knowledge and skills is identified for each group, based on the extent and nature of their relevant contact, and their likely roles. This new way of describing the workforce (rather than using “levels” or a hierarchical approach) should assist those with responsibility for setting out and / or ensuring competences are embedded in practice. It should also help to ensure consistency in practice and understanding.
- 3.13 Each of the three workforce groups will include workers from a range of agencies. A number of agencies (and even parts of agencies) may have workers in more than one, or in each of the three workforce groups, depending on their specific roles. Each workforce group will include workers at a range of different levels of seniority and qualification, and it will include paid and unpaid workers. Each workforce group will include those who work with children and young people (including those over 16 who require additional support), and those who work with adults.
- 3.14 It is important to bear in mind that, although examples are given of some of the broad *types* of workers that might be included in each workforce group, it is possible that some individual workers whose roles have been highlighted will actually fall into other workforce groups because of the nature of their role in particular cases. It is essential to recognise that the competences required in specific circumstances will vary, and it would not be unusual for a worker to move between workforce groups, depending on their particular role at a given time.
- 3.15 For that reason, the examples given for each workforce group should not be seen to be definitive, nor exhaustive, but only to give a general indication of the types of roles that might be covered. They should not exclude workers whose roles are not highlighted, nor restrict particular roles to the workforces they have been identified in below. They are a broad guide only, and CPCs and employers have the flexibility to determine for their own workers who fits within particular workforces (on the basis of local roles) and to identify the requirements for particular roles, and for new workers in relevant roles, is recognised.



3.16 However, all workers who have contact with children and young people or other family members as part of their role should have the core competences and key knowledge and skills required by the general contact workforce as a minimum standard. Those in the specific contact workforce will require additional competences, knowledge and skills. Those in the intensive contact workforce will require all of those needed by the general and specific contact workforces, as well as additional competences, knowledge and skills relating to their role.

The general contact workforce

3.17 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.

3.18 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.

3.19 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

3.20 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.





3.21 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).

3.22 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

3.23 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.

3.24 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.

3.25 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.

Competences, knowledge and skills

3.26 In this Framework, having a "competence" means being competent in undertaking a particular task, using acquired knowledge and skills, underpinned by





appropriate values (in this case those of GIRFEC). Competences are the overarching key strands of a worker's contribution to child protection that should be able to be evidenced. "Knowledge" is familiarity with something, such as facts and information (including being aware of issues, recognising concepts and having sufficient understanding to apply the knowledge to associated tasks). "Skills" are the abilities someone has to enable them to achieve and demonstrate a competence.

3.27 The Framework focuses specifically on child protection roles and does not identify the range of additional competences, knowledge and skills which will be required for other aspects of an individual's wider role within the workforce (e.g. those related to their specific agency or service; management and supervisory skills; CPD skills; training / education skills etc.). Although some of these would be expected to be applied to child protection learning and development work, they would form part of the wider range of competences required by that individual.

3.28 Core competences, and the related key knowledge and skills, have been identified below for each workforce group, in relation to their child protection role. Some additional knowledge and skills that may apply to child protection roles, dependent on a worker's particular function, have also been identified. As noted, however, these are a guide only. The relevance and need for individual competences will be different for different workers, and CPCs should oversee the arrangements in their own area in relation to how the competences will be met. Individual learning and development needs should also be determined through CPD / PDP discussions with supervisors; self-evaluation and reflection.

3.29 The competences, knowledge and skills detailed below should be read in conjunction with GIRFEC and the Common Core (which are relevant to all of those having contact with children, young people and other family members) and should be underpinned by the values and principles of GIRFEC. They should also be considered alongside other requirements and competence frameworks for particular types of work and agencies (e.g. the KSF and Intercollegiate Document for workers in the NHS, SSSC learning and development requirements and other documents mentioned in Annex 2). Those responsible for professional training and registration should also make clear the competences that can be expected from a newly qualified worker in relation to child protection, and should link these to this Framework.

The general contact workforce: competences, knowledge and skills

Core competences

The core competences relating to child protection for a worker in this workforce group are to:

- Recognise where there may be concerns about a child's well-being.
- Know the procedure and take appropriate action.





Key knowledge and skills

Key knowledge for a worker in this group is:

- The Getting It Right For Every Child approach and what is meant by “it’s everyone’s responsibility to protect children”.
- The importance of child protection in the wider context of public protection.
- The general nature and signs of abuse and neglect.
- What to do if they are worried about a child or young person.
- When to seek appropriate supervision / support and where to look for this.
- How the service / profession / discipline they represent can contribute to keeping children and young people safe.
- The basic principles of the rights of children and young people.

Key skills for a worker in this group are the ability to:

- Recognise concerns about children and young people and identify possible risks and signs of child abuse and neglect.
- Effectively communicate / report, observe and record concerns.
- Take immediate action and follow the procedures in their agency.

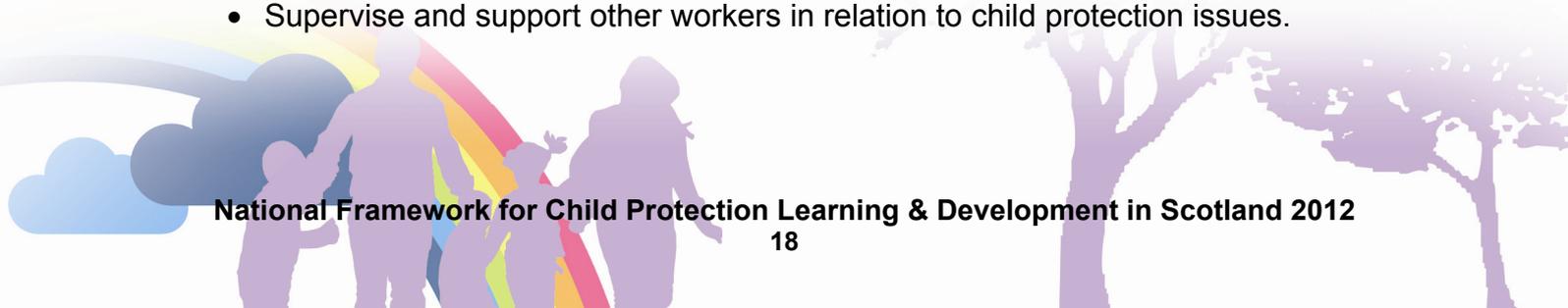
Additional knowledge and skills

Additional knowledge which might be required in some roles / functions would be:

- How to respond at the time to disclosure of abuse, and the importance of listening to children and young people and their families.
- Good practice in information sharing (including confidentiality).
- The impact of particular issues and circumstances (e.g. equality issues; substance misuse; domestic abuse; particular forms of abuse and neglect such as child sexual exploitation).
- Individual attitudes and values towards abuse / neglect and how these shape actions etc.
- The worker’s agency’s (and multi-agency) child protection procedures, protocols, guidance, accountabilities and responsibilities.
- The implications of the internet for keeping children and young people safe.

Additional skills which might be required in some roles / functions would be the ability to:

- Share information appropriately.
- Provide evidence in proceedings relating to formal child protection measures, if required.
- Identify support agencies available for individuals and families affected by abuse and neglect, and enable access to these.
- Supervise and support other workers in relation to child protection issues.





The specific contact workforce: competences, knowledge and skills

Core competences

The core competences relating to child protection for a worker in this workforce group are those identified for the general contact workforce, and to:

- Protect and promote the well-being of children and young people.
- Access all relevant aspects of local child protection procedures.
- Contribute to identifying and implementing potential interventions.

Key knowledge and skills

Key knowledge for a worker in this group is that which has been identified for the general contact workforce, as well as:

- The GIRFEC National Practice Model and well-being indicators.
- The nature and prevalence of abuse and neglect; factors associated with abuse and neglect (e.g. power and oppression; issues of consent) specific forms of abuse and neglect (e.g. child sexual exploitation, female genital mutilation, child trafficking, forced marriage); and the implications of particular issues (e.g. the internet).
- The potential impact of specific issues on child protection:
 - Disability (including physical impairments; and learning disabilities).
 - Ethnic group (including where English is not the first language).
 - Gender (including gender-based violence).
 - Religion / faith (including abuse in a religious environment).
 - Age (including children and young people over 16; those at the point of transition from children's to adult services; and young parents).
 - Misuse of alcohol and drugs by family members (including substance misuse in pregnancy).
 - Domestic abuse (including domestic abuse in pregnancy and the impact of domestic abuse on children, young people and the non-abusing parent / carer).
 - Parental mental health problems.
 - Childhood trauma.
 - Bullying.
 - Complex needs (including additional support needs).
 - Other aspects of personal circumstances (e.g. asylum seeking; being a young carer).
 - Experience of particular forms of abuse and neglect (e.g. child sexual exploitation, female genital mutilation, child trafficking, forced marriage etc.).
 - [Local issues].





- Their own / agency's role, responsibilities, procedures, protocols and guidance, and those of other workers / agencies in protecting children and young people, preventing abuse and promoting their welfare.
- Multi-agency child protection procedures, protocols and guidance and any changes to these.
- The role of the Child Protection Committee, Named Person and Lead Professional.
- Relevant legislation and guidance (and changes to this) including, for example, children's rights, confidentiality and information sharing.

Key skills for a worker in this group are those identified for the general contact workforce and the ability to:

- Apply the GIRFEC approach and other relevant legislation and guidance to practice.
- Carry out child-centred work, respond appropriately to disclosure of abuse, seek and identify children and young people's views and promote their rights.
- Engage, communicate, observe and work effectively with children, young people and their families (e.g. as identified in the Common Core) and with children, young people and their families in specific circumstances (e.g. affected by substance misuse, domestic abuse and other factors identified above).
- Recognise and respond to the potential need for advocacy and / or communication support for some children and young people and their families.
- Engage and work effectively with other workers (including providing support and supervision where relevant).
- Distinguish between observation, facts, information gained from others, and opinion.
- Apply key theories underpinning their work with children and young people to support children and young people's development.
- Identify what to do to protect and promote the well-being and safety of children and young people, including those who are suffering, or at risk of suffering, significant harm.
- Carry out all aspects of their role in child protection including: compiling a chronology; keeping records; contributing to an investigation; and providing and communicating appropriate information from their work with a child or young person to inform the child protection process.
- Make appropriate onward referrals, including using specialist agencies.
- Undertake assessment of their own role and practice in relation to child protection.



Additional knowledge and skills

Additional knowledge which might be required in some roles / functions would be that identified for the general contact workforce, as well as:

- Changes to legislation affecting children and young people (including changes to the benefit system).
- The importance of a protective environment and secure attachments for children and young people, as well as other protective factors.
- Healthy child and adolescent development, including the effects of adverse factors and different types of abuse / neglect on development and behaviour.
- The range of interventions available from their own and other agencies.
- The way in which children and young people, and other family members will be involved in child protection processes.
- The issues/implications of work with dangerous, difficult to engage or evasive families.

Additional skills which might be required in some roles / functions would be those identified for the general contact workforce as well as the ability to:

- Contribute to appropriate assessment (including the assessment of risk of harm, and assessment of children and young people affected by specific issues or in specific circumstances).
- Contribute to a child protection inquiry.
- Contribute to the development and delivery of a child's plan and attend relevant meetings.
- Carry out particular types of work to help children and young people to protect themselves and to recover from abuse / neglect, such as:
 - Using therapeutic skills with abused children and young people.
 - Assessing, promoting and supporting parenting skills.
 - Enabling children and young people to develop resilience and good relationships.
- Carry out work with particular groups, such as:
 - Children and young people affected by the types of specific issues highlighted earlier.
 - Children and young people who are behaving in ways that may be abusive to others, or appear likely to become so.
 - Children and young people who have experienced trauma and loss.
 - Perpetrators of abuse/neglect.
 - Non-abusing parents and siblings.
 - Dangerous, difficult to engage or evasive families.
- Contribute to the evaluation of multi-agency interventions.





The intensive contact workforce: competences, knowledge and skills

Core competences

The core competences relating to child protection for a worker in this workforce group are those identified for the general and specific contact workforces and to:

- Ensure that appropriate emergency action is taken to protect a child or young person.
- Initiate and participate in a child protection enquiry with other relevant workers, including an initial / inter-agency referral discussion.
- Discuss and consider child protection issues with other relevant workers.
- Undertake work with complex cases on a single and multi-agency basis.
- Provide informed advice and support to others about child protection issues.

Key knowledge and skills

Key knowledge for a worker in this group is that which has been identified for the general and specific contact workforces, and:

- The local strategic and operational approach to child protection, procedures, protocols and the overall pattern of provision.
- The roles, functions and skills required from the Named Person / Lead Professional.
- Relevant statutory powers, duties and legal issues (including changes).
- When a child protection plan is needed, the components that make up the plan and the way this will be implemented.
- Other agencies with a role in meeting the needs of a child, young person or other family member where there are child protection issues.
- The importance of relevance, proportionality and 'need to know' in terms of recording and data sharing.

Key skills for a worker in this group are those identified for the general and specific contact workforces, and the ability to:

- Undertake, manage, plan and support joint and single agency investigative work appropriate to their role (including inquiring into alleged abuse or neglect by workers or carers).
- Analyse and critically appraise: information (including collating a chronology); needs; risks; and roles.
- Select and use appropriate assessment tools and produce a needs-led assessment, including the assessment of risk.
- Recognise and respond to complex needs of particular groups.
- Collect and ensure the representation of the views of the child or young person.
- Identify desired outcomes, including longer term outcomes.





- Help develop, record and ensure the implementation of a child protection plan, linking risks with tasks (including through core group and review case conferences where appropriate).
- Communicate effectively and engage with all parties about child protection plans.
- Collect / collate evidence to monitor and review a child's plan and evaluate interventions.
- Conduct / contribute to significant case reviews / critical incident analysis and contribute to developing and implementing recommendations.
- Supervise and / or support workers / colleagues involved in child protection work.
- Analyse material, carry out critical analysis and be confident to challenge other workers when required.
- Identify and respond to boundary issues / conflicts of interest.
- Evaluate their own and multi-agency interventions.

Additional knowledge and skills

Additional knowledge which might be required in some roles / functions would be that identified for the general and specific contact workforces, as well as:

- Standards, quality indicators and new recommendations.
- Immediate intervention/emergency protection measures relevant to their own agency (Child Protection Order, Child Assessment Order and Exclusion Order, and Police powers).
- The role and need for medical examination/assessment and the needs of the child or young person.
- Specific legal issues (e.g. age of legal capacity / sexual activity; criminal injuries compensation) and changes to such legislation.
- Specific behaviours, such as self-harm; suicide ideation; and suicidal intent.
- The relevance and contribution of their own agency and that of the CPC to wider Community Planning.

Additional skills which might be required in some roles / functions would be those identified for the general and specific contact workforces, as well as the ability to:

- Perform the role of Named Person / Lead Professional.
- Lead and contribute to child protection case conferences.
- Prepare, implement, maintain, monitor and review a Child Protection Plan with other relevant workers.
- Fulfil any specialist role in regard to specific vulnerabilities / circumstances and / or in supporting child witnesses.
- Promote, commission and assure the quality and delivery of multi-agency child protection learning and development for all relevant workers.
- Deliver child protection learning and development.





- Contribute to auditing and scrutiny of services and outcomes against relevant National Standards and quality indicators, as well as new recommendations from reports / inquiries.
- Contribute to the overall development of child protection provision and / or strategies, audits and scrutiny, policies and procedures and contribute to implementing recommendations.





Section 4: Enabling learning and development

4.1 This section explores ways to ensure that workers are enabled to develop the competences, knowledge and skills they require. This includes: identifying needs; ensuring access to learning and development; evaluation; linking learning and development to enhanced knowledge, skills and improved outcomes. The learning and development cycle below shows how this is a continuing process. You can begin anywhere in the cycle, and this be linked to local and national requirements and evidenced through the evaluation process.

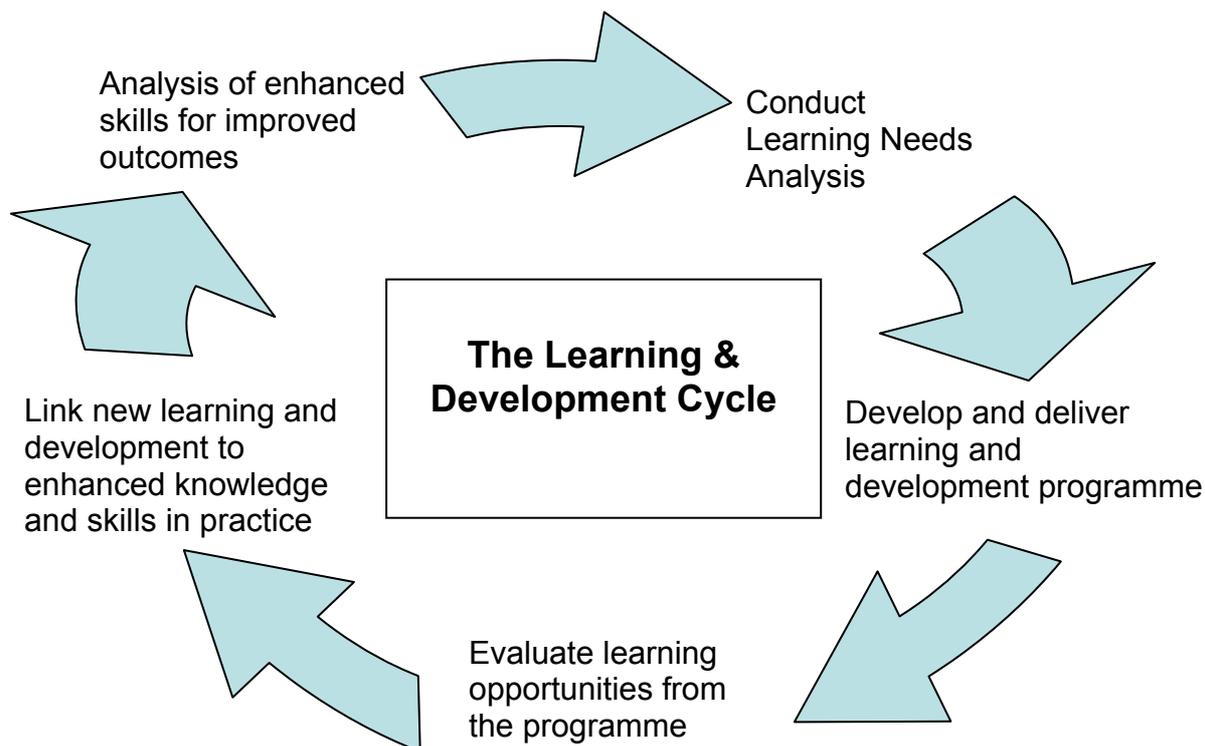


Diagram (1.3) Source: Child Protection Learning and Development Subgroup

Identifying needs

4.2 It is important to ensure that learning and development needs are identified. This means considering whether workers at all levels need to develop their competences, knowledge and skills in order to carry out their role effectively.

4.3 A learning needs analysis can be done to see if there are gaps between existing competences, knowledge and skills workers have, and those that they need in order to make sure that they can carry out their functions relating to child protection. It can be done at a range of levels: multi-agency; single agency; part of agency; and individual. A learning needs analysis can help partnerships, agencies, managers, learning providers and individuals themselves to: examine the baseline (i.e. current competence, knowledge and skills); consider this against requirements and identify gaps; and identify what learning and development is needed to address these.





4.4 A learning needs analysis also helps workers to identify where they are in terms of their own competences, knowledge and skills, through their own CPD processes. Adults learn better when they can see a reason for, or relevance of why they are undertaking any learning or development experience.

Ensuring access to learning and development

4.5 It is important to recognise that providing opportunities for learning and development is an essential part of improving practice for all members of the workforce. It enhances personal and professional knowledge and skills, and helps to ensure that the workforce will be competent and confident in carrying out the complex task of protecting children and young people.

4.6 Learning and development in both a single agency and multi-agency environment supports the good professional judgement that is essential when dealing with the risk / uncertainty of many situations where a child or young person might need support and protection. However, multi-agency learning and development has a key role in building a common understanding and fostering good working relationships between people in different agencies, which are vital to effective child protection. Workers from all agencies who come into contact with children and young people, or other family members, in the course of their work should be actively encouraged not only to work together, but to learn together.

4.7 In most areas, there are multi-agency child protection learning and development opportunities available to agencies of different types (including statutory, third sector and private sector agencies) and to workers with different roles (including those having contact with children and young people and other family members). These are often overseen or co-ordinated by the CPC. There are also multi-agency strategies or frameworks in place for child protection work (or child protection learning and development) in some areas. Single agency learning and development can also form part of the overall picture of child protection learning and development, alongside multi-agency opportunities, and some single agencies have learning and development frameworks which cover or include child protection. Other partnerships may also lead on particular aspects of learning and development.

4.8 It is important to bear in mind that learning and development does not always mean formal training or specific events. Other forms of learning and development can contribute to a workforce having the competences they need. These can include (among other means): work-based learning; online and e-learning; the use of other media and different methods of study (e.g. CDs, DVDs and workbooks); attendance at events and groups; secondment and shadowing; reflective learning and critical reflection; action learning; peer review; networking; cascading learning; and learning and development through supervision. Further and higher education, and professional training can also contribute to developing relevant knowledge and skills relating to child protection. Agencies should balance different forms of learning and development, pitched to different levels and different learning styles, and should make them available often enough to meet identified needs.



4.9 It is very important that all of those involved in enabling learning and development (partnerships, agencies, managers and individuals) take steps to overcome any barriers to learning and development. This might involve: making sure that there are resources in place; providing information; identifying learning and development opportunities; encouraging and supporting take-up; giving priority to child protection; ensuring access to learning and development for workers with impairments or specific learning needs; and seeking solutions to other barriers.

Evaluating the impact of learning and development

4.10 All forms of learning and development opportunities should be evaluated at some level, in order to know how well they enhance practice, promote professional competence and confidence and, ultimately, help keep children and young people safe. While evaluation takes time and effort (particularly more formal evaluation), agencies cannot otherwise know whether the learning and development is meeting the needs of participants; whether it is appropriate to an agency's needs; or whether it makes a difference (either to an individual's performance or child protection as a whole). It is essential that all agencies involved in child protection learning and development support the evaluation process.

4.11 Evaluation is a key to assessing impact against intended outcomes, and how well objectives have been met. Evaluation can focus on overall child protection learning and development in an area or an agency, or on specific events or instances of provision. It can help to:

- Ensure that child protection learning and development opportunities meet local and national objectives.
- Identify areas of learning not covered by current provision.
- Measure the impact of learning and development on job performance and assess how well competences are met.
- Identify strengths and areas for improvement in the multi-agency child protection learning and development process.

4.12 It is important to consider if an evaluation process will be 'formative' (based on identifying improvements to learning and development) or 'summative' (based on identifying the worth of learning and development). It is also important to consider the methods which need to be used, and how formal the process will be. For example, self-evaluation, inspection and other forms of external evaluation can all have a role to play.

Outcomes and quality indicators

4.13 It is important to link learning and development to enhanced knowledge and skills and improved outcomes, and the process of evaluation should help to provide such evidence. Any information gathered through an evaluation must meet the needs of those who have an interest in the impact and outcomes of the learning and development. There are a number of possible desired outcomes of child protection learning and development, and different stakeholders may have a different focus.





- 4.14 For example, a learning and development provider may be particularly interested in participants' responses to certain aspects of the learning and development provided (as well as the impact of this), while CPCs may be interested in the overall effectiveness of learning and development in the area. Managers and other workers may be particularly interested in: the achievement of the appropriate competences; the acquisition of the appropriate knowledge and skills; improved practice by workers; and increased protection and safety for children and young people. The process of evaluation should measure the achievement of the outcomes desired from the learning and development.
- 4.15 A framework of quality indicators can assist agencies to: identify desired outcomes of child protection learning and development; recognise the impact of this; identify where improvement is required; and provide information about the quality of provision. Similarly, a robust evaluation framework can provide evidence to help an agency determine how well they are performing in terms of developing the workforce.
- 4.16 The Care Inspectorate has recently produced a framework of quality indicators (see Annex 2) to support joint self-evaluation and improvement across the full range of services for children, young people and families. It builds on the document "How Well Do We Protect Children and Meet Their Needs?" published by HMIE in 2009, and is intended to provide a complementary approach to robust self-evaluation and independent scrutiny. There are 22 Quality Indicators and two are particularly relevant to the joint self-evaluation of learning and development across services to protect children. These are: quality indicator 3.1 (impact on staff); and quality indicator 7.2 (staff training, development and support).
- 4.17 The first (3.1) considers the extent to which staff are committed and motivated to achieving the best possible outcomes for children, young people and families. It relates to how well they are involved in the ongoing development of services. It considers how well their contribution to improving the lives of children, young people and families is recognised and valued. It also considers the extent to which staff are provided with opportunities to develop their knowledge and skills and the impact this has on their work.
- 4.18 The second (7.2) relates to how well staff are supported to be competent and confident in their work. It is concerned with the effectiveness of training development to ensure that staff have the necessary knowledge, skills and qualifications to perform their work well. It considers the effectiveness of the strategy and commitment to developing staff and comprehensive training and development programmes including regular and planned joint training. It also looks at the impact and added value of training and development and improvements in skills and working practices which enhance the experiences of children, young people and their families.
- 4.19 The evaluation of learning and development opportunities can provide useful evidence which can be used across the suite of 22 quality indicators.



The process

4.20 The process of evaluation involves gathering information using a range of means, formal and informal. Sources of evidence might include, for example:

- Statistical evidence (e.g. learning and development needs analysis; the number / nature of learning and development opportunities; number and nature of participants; workforce members demonstrating competences).
- Stakeholder views (including those of workers; CPC members; children, young people and families etc.) gathered using: basic questionnaires / “happy sheets”; online tools; detailed questionnaires; individual interviews; supervision and appraisal; group discussions; “360° feedback”; meetings; reflective writing; and other methods.
- Observation (e.g. of learning and development events and practice).
- Other documents (e.g. files; learning and development records; post-registration training and learning forms; reports; minutes etc.).
- Case studies.
- Audit and formal inspection materials.

4.21 Different types of learning and development may require the collection of different forms of information. It is important that the methods used fit with existing learning and development strategies and any existing tools, and that they are proportionate to the learning and development being evaluated. The collection and analysis of evaluation information does not always need to be done by external agencies. There is a clear role for self-evaluation in the process, both by agencies and providers of learning and development, as well as by the individuals involved. This is central to continuous improvement, and there should be an ongoing reflective process. CPD, personal development and supervision processes should all include the evaluation of any learning and development undertaken.

4.22 Assessing the effectiveness (particularly of formal learning and development) often means using an evaluation model, and this can involve various stages, and different levels of complexity. One sample model of evaluation (based on Kirkpatrick, 1994) is provided at Annex 3, although this is only one of many, and is not intended to be prescriptive. The model includes four stages, identifying: reactions (participants’ views); learning (advances in knowledge and skills); transfer (change in behaviour as a result of the learning and development); and results (success in terms of objectives). Such a four stage approach (or elements of this) could be applied to many different forms of learning and development.

4.23 Whatever the form of evaluation, it is important that the evidence gathered is linked to the purposes and desired outcomes of the learning and development. While this Framework cannot give a detailed account of all aspects of evaluation, the importance of this is clear. Oversight of evaluation should be part of the role of the CPC, and individual agencies and workers have a role in making sure it takes place. Further information about evaluation can be sought from some of the sources identified in Annex 2, where required.





Section 5: Implementing the Framework

5.1 Everyone involved in protecting children and young people, across the range of agencies involved has a role in ensuring that the appropriate learning and development takes place for the workforce. Research⁸ shows high-performing organisations share certain features in relation to learning and development and these are that:

- Their learning and development initiatives are continuously reviewed and refreshed to keep pace with strategic operational planning.
- The culture supports these initiatives and addresses any barriers to learning.
- Managers provide support, and are accountable for, learning and development.
- The focus is on the business application of learning and development rather than the type of learning and development, and appropriate options are considered. This gives workers time to process what they have learned on the job, and is consistent with adult learning principles.
- Learning and development is formally, systematically and rigorously evaluated.

5.2 This final section looks at the key roles and responsibilities in developing and promoting appropriate learning and development, and ensuring that this takes place. While it would be impossible to cover every aspect of these roles, some of the key strands are highlighted below.

Child Protection Committees

5.3 Child Protection Committees should:

- Have an overall vision for the support and protection that children and young people in their area will get, and a strategic overview of the competences, knowledge and skills needed by all of those involved to support that vision.
- Develop an overview of learning and development opportunities available and being provided, both multi- and single agency.
- Develop an overview of learning and development needs of all of those whose work might include responsibility for children and young people's safety and well-being (including those working directly with children and young people and those working in adult services) and those involved in child protection activity.
- Be responsible for publishing, implementing and reviewing a multi-agency child protection learning and development strategy based on the National Child Protection Learning and Development Framework in Scotland 2012.

⁸ <http://www.educationscotland.gov.uk>





- Work with other public protection partnerships to develop learning and development plans and provision, to ensure that relevant issues are addressed, and to consider opportunities for joint learning and development where there are links and overlaps.
- Help develop and deliver learning and development programmes to meet the needs identified, working in collaboration with individual agencies that may have their own learning and development responsibilities to ensure that multi-agency learning and development complements and builds on work being done by individual agencies.
- Recognise the need for specialist information on some issues, and ensure a range of learning and development to meet different needs.
- Ensure single agencies (including statutory, third sector and private agencies) have access to the multi-agency learning and development opportunities being offered.
- Make sure mechanisms are in place to ensure local learning and development initiatives can be delivered and evaluated effectively, and are quality assured (including ensuring the quality of trainers).
- Identify and ensure resources to deliver multi-agency learning and development, such as a dedicated child protection training officer.
- Encourage each private and third sector agency to have a designated child protection officer.
- Offer access to appropriate web-based information and learning and development opportunities to agencies of all types.
- Continue to identify collective learning and development needs on an ongoing basis, responding quickly to any gaps highlighted (e.g. by workers, in inspection reports, significant case reviews or other sources).
- Promote public awareness of child protection issues, roles and responsibilities.

Single agencies, professional bodies and services

5.4 All single agencies, professional bodies and services should:

- Have a clear overview of child protection learning and development needs in the agency, and the opportunities available.
- Recognise that different workforce groups will have responsibilities, will need different competences, knowledge and skills, and therefore will have different learning and development needs.
- Identify learning and development needs and how these will be met, ensuring consistency with local multi-agency work.
- Ensure that their workforce has access to appropriate learning and development opportunities (including multi-agency) and is resourced to be confident and competent in carrying out their responsibilities for safeguarding and promoting children and young people's well-being, recognising their own roles and how these fit into the wider picture.
- Ensure, where services are commissioned, that any external agency is confident and competent in carrying out their responsibilities for protecting





and promoting children and young people's well-being. (This is normally a requirement of the contract and commissioning process.)

- Identify a designated person with responsibility for child protection learning and development.
- Link with those who make up the public protection groupings, including Child Protection Committees and others as appropriate.
- Ensure that all of those involved in child protection have access to high quality advice, support and supervision, which should help identify learning and development needs, evaluate provision, and ensure that they have the skills to provide an effective service.
- Contribute to the evaluation of learning and development and the continuing identification of needs.

5.5 Within these agencies, professional bodies and services, different individuals will have different roles to play in ensuring learning and development.

Chief Officers and other organisational leaders

5.6 Chief Officers and leaders at all levels have a key role in shaping culture within their agencies, professional bodies and services. Overall, they need to create and adopt a culture in which to apply and implement the Getting It Right For Every Child principles and to ensure that child protection learning and development takes place. That means promoting appropriate values for the agency overall (and among members of its workforce), and ensuring that the agency's operating principles, practice, systems and approach to co-operation with others support these goals. They must also ensure that the requirements of their own agencies in relation to child protection learning and development, as outlined above, are met.

5.7 Within this context, Chief Officers should also:

- Ensure and recognise that members of Child Protection Committees have the necessary competences, knowledge and skills to enable them to fulfil their individual and collective responsibilities.
- Ensure that all members of the CPC are properly inducted and have access to child protection learning and development (particularly multi-agency learning and development).
- Consistently promote effective joint working within and across the workforce and between partnerships.
- Ensure that all members of the workforce involved in child protection have access to high quality learning and development opportunities and consistent support.
- Ensure that the workforce is valued, and that formal procedures are in place to promote good standards of practice and ensure supervision and support procedures are in place.
- Ensure that those providing supervision are themselves well-supported in implementing robust models of supervision when supporting their teams.
- Promote ongoing learning and development and participation in evaluation.





5.8 Managers, supervisors and others with responsibilities for learning and development should:

- Ensure that they themselves have the competences, knowledge and skills in relation to child protection that they require to perform their management / supervisory role.
- Ensure that workers (paid or unpaid) fully understand their roles.
- Help to identify and assess the learning and development needs of their workforce, ensuring they have the competences, knowledge and skills they need for their practice.
- Consider each individual worker's specific circumstances and needs, to improve the individual's capability, experience and confidence in carrying out essential tasks with appropriate support.
- Implement employee development processes / CPD - including learning and development needs analysis and overseeing workers' learning and development.
- Ensure that workers (including new workers) have access to the range of learning and development they require, and that they can (and do), undertake this.
- Recognise their own role in ensuring that child protection learning and development is made available and delivered in an appropriate way.
- Provide positive reinforcement of the importance of learning and development, ensuring workers meet the required competences.
- Support workers in undertaking learning and development (including time for reflection) and empower workers to take control of their learning and development.
- Provide good and effective supervision, monitoring, appraisal and management to enable learning and development to be applied to change practice.
- Ensure that learning and development is evaluated and participate in this where required.

Individual practitioners

5.9 Individual practitioners should:

- Assess their own competences, knowledge and skills in relation to their role in child protection, compare these to those required and identify gaps.
- Ensure that they have the appropriate competences, knowledge and skills required for their role.
- Seek access to appropriate learning and development to address their needs.
- Feel empowered to take control of their own child protection learning and development.
- Identify and communicate their own learning and development needs, with appropriate support.
- Undertake different types of formal and informal learning and development, on a multi-agency and single agency basis as required.





- Implement the learning and development in their day to day work.
- Contribute to the evaluation of their learning and development using a range of means.

Learning and development providers

5.10 While this Framework does not focus in detail on the requirements of learning and development providers, it is also important to recognise their role in implementing the Framework. A range of partnerships and agencies may be involved in developing and delivering learning and development opportunities, and it is vital that they:

- Have a clear understanding of all of the relevant issues, and have the range of competences, knowledge and skills appropriate to their role.
- Develop and provide learning and development of a high quality.
- Promote and facilitate evaluation of the provision made.
- Continue to develop learning and development opportunities to reflect feedback and any changes to policy and practice in child protection.

The way forward

5.11 In addition to these specific roles and responsibilities, there is an overall need for national and local support to promote and enable child protection learning and development. There is also a role for everyone in promoting shared responsibility for child protection in the wider community, and raising awareness of how to communicate concerns about the safety and well-being of children and young people.

5.12 This Framework builds on what has gone before, and will continue to improve and enhance child protection work in Scotland. It can be updated, if required, to respond to new findings from research, significant case reviews and GIRFEC developments.

5.13 There will always be a need to protect children and young people from harm. With this Framework in place, building on previous work, we have a sound basis in Scotland for continuing to develop a workforce that can meet these challenges. We hope that the Framework will be used to enhance and support future learning and development for all of those who have a responsibility for the well-being and safety of our children and young people.





Annex 1: Glossary of terms

These terms have been identified to be consistent with, or the same as those in the National Guidance, wherever relevant.

For the purposes of this document the definitions are as follows:

Adults – Adults who are relevant to a child or young person’s life, or where working with them (including through adult services) is relevant to consideration of child protection issues. Such adults may be, for example, parents and / or carers of a child or young person.

Agencies – Organisations in the statutory, third sector or private sector where workers, paid or unpaid, work with or have access to children, young people and/or families. This includes statutory services such as (but not only) social work, health, education and the police. It also includes a range of third sector and private sector organisations.

Chief Officers – The Chief Executives of the local authority and NHS Board in each area, and the Chief Constable.

Child – Someone under the age of 16. Under the Children (Scotland) Act 1995, a child is defined in relation to the powers and duties of the local authority. However, those aged between 16 and 18 who are still subject to a supervision requirement by a Children’s Hearing can still be viewed as a child. Young people over the age of 16 may still require intervention to protect them. (n.b. The UNCRC applies to anyone aged under 18.)

Child abuse – A deliberate act of ill treatment that is harming or likely to cause harm to a child or young person. In the context of child protection, there are three key types of abuse: physical abuse (causing physical harm to a child or young person); emotional abuse (persistent emotional neglect or ill treatment of a child or young person causing severe and persistent adverse effects on their emotional development); and sexual abuse (any act that involves the child or young person in any activity for the sexual gratification of another whether or not it is claimed that the child or young person either consented or assented).

Child neglect – A persistent failure to meet a child or young person’s basic physical and / or psychological needs, likely to result in the serious impairment of the child or young person’s health or development.

Children and young people – Refers to those mentioned above (see definition of “child”). The terms have been used in the Framework to make it clear that those working with some young people over the age of 16 who require support are included in the coverage of the Framework, but those they work with would not necessarily be recognised as being covered by the term “children”.

Child protection – Protecting a child or young person from abuse or neglect.



Child Protection Case Conference (CPCC): A formal multi-agency meeting which enables services and agencies to share information, assessments and chronologies where there are suspicions or allegations of child abuse and neglect.

Child Protection Committee: A locally-based, inter-agency strategic partnership responsible for child protection policy and practice across the public, private and wider third sectors. On behalf of Chief Officers, their role is to provide individual and collective leadership and direction for the management of child protection services in their area.

Child's Plan / Child Protection Plan: A single plan of action, managed and reviewed through a single meeting structure even if the child or young person is involved in several processes. Where a child protection intervention is required, the Child's Plan is known as a Child Protection Plan.

Concern – A suspicion or belief that a child or young person may be in need of help or protection.

Core group - A group of identified individuals, including the Lead Professional and the child or young person and parents / carers, who have a crucial role to play in implementing and reviewing the Child Protection Plan.

Family members / families – Relevant other members of the family, particularly one or both parents and / or carers.

Formal measures - Formal child protection measures can be broadly divided into a number of different stages: recognising actual or potential harm to a child or young person; sharing concerns and initial information-gathering; joint investigation/assessment; medical examination and assessment; Child Protection Case Conferences; and developing a Child Protection Plan.

Getting It Right For Every Child (GIRFEC): The GIRFEC approach is a Scotland-wide programme of action to improve the well-being of all children and young people.

Harm / Significant Harm – “Harm” means the ill-treatment or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) of the child or young person. Child protection is closely linked to the risk of *significant* harm, determined by comparison of the child or young person's health and development with what might be reasonably expected of a similar child or young person.

Lead Professional: Under the GIRFEC approach, the Lead Professional is responsible for ensuring an agreed multi-agency Child's Plan is produced to support a child or young person.

Learning and development – Formal training and a range of other means of developing the competence, knowledge and skills of the workforce.



Manager: Someone with responsibility for supervising another worker / workers.

Named Person: Under the GIRFEC approach, where a child or young person only requires support from a single agency or service (not requiring Lead Professional support), the Named Person is designated to be the contact for the child or young person and involved in supporting those who are in regular contact with the child or young person.

Neglect – Failing to provide for, or to secure for a child or young person the basic needs of food, warmth, clothing, emotional security, physical safety and well-being.

Multi-agency – Where one or more agencies are working together.

Paid worker – Someone appointed by the agency in a professional or generalist role who receives payment for their work.

Parents/carers: A parent is someone who is the genetic or adoptive mother or father of the child or young person. A carer is someone other than a parent who has rights / responsibilities for looking after a child or young person.

Partnership – Where more than one person, group, agency, professional or community are working together and share responsibility for decisions and actions.

Protective action – Action taken to protect a child or young person from harm now and in the long term.

Risk – The likelihood or probability of a particular outcome given the presence of factors in a child's or young person's life. In relation to child protection, what is critical is the risk of significant harm from abuse or neglect.

Statutory responsibility – A legislative responsibility, duty or power.

Training – One way of enabling learning and development. Formal training generally refers to the provision of knowledge and skills through teaching on a one to one or group basis.

Unpaid worker – Someone (such as a volunteer) working for an agency for a fixed or long term arrangement.

Well-being Indicators: The GIRFEC well-being indicators are the broad framework for identifying a child or young person's needs where potential child protection (and other) concerns are identified.

Workforce / workers – All paid and unpaid workers (employees and volunteers) at all levels. The term "workers" has been used in preference to the term "staff" except where reference is made to other material which refers specifically to "staff".



Annex 2: Resources and references

Some useful references are given below. This is not an exhaustive list, but provides some key material. There will be additional material, both cross-cutting and specific to individual agencies.

Legislation and agreements

(Listed in date order)

Police (Scotland) Act 1967

www.legislation.gov.uk/ukpga/1967/77

Social Work (Scotland) Act 1968

www.legislation.gov.uk/ukpga/1968/49

United Nations Convention on the Rights of the Child 1989

www.unicef.org/crc/

Children (Scotland) Act 1995

www.legislation.gov.uk/ukpga/1995/36

Human Rights Act 1998

www.legislation.gov.uk/ukpga/1998/42

Local Government in Scotland Act 2003

www.legislation.gov.uk/asp/2003/1

Concordat between the Scottish Government and local government 2007

www.scotland.gov.uk/resource/doc/923/0054147.pdf

UN Convention on the Rights of Persons with Disabilities 2008

www.un.org/disabilities/convention/conventionfull.shtml

Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009

www.legislation.gov.uk/asp/2004/4

www.legislation.gov.uk/asp/2009/7

Children's Hearings (Scotland) Act 2011

www.legislation.gov.uk/asp/2011/1

There is also a range of other legislation on the following subjects, which is detailed within the National Guidance for Child Protection in Scotland:

- Legislation defining offences against children.
- Legislation on managing adults who may pose a risk to children.
- Legislation on criminal proceedings and witness supports.





- Additional relevant legislation on other relevant subjects (e.g. asylum and immigration; anti-social behaviour; adoption; mental health).

Policy, strategy and guidance

(Listed in date order where dated)

Protecting Children and Young People – The Charter

Scottish Executive (2004)

www.scotland.gov.uk/Publications/2004/04/19082/34410

Protecting Children and Young People: Framework for Standards

Scottish Executive (2004)

www.scotland.gov.uk/Publications/2004/03/19102/34603

The Early Years Framework

Scottish Government (2009)

www.scotland.gov.uk/Publications/2009/01/13095148/0

Safer Lives: Changed Lives: A Shared Approach to Tackling Violence Against Women in Scotland

Scottish Government (2009)

www.scotland.gov.uk/Publications/2009/06/02153519/0

A New Framework for Local Partnerships on Alcohol and Drugs

Scottish Government (2009)

www.scotland.gov.uk/Publications/2009/04/23084201/0

National Guidance for Child Protection in Scotland

Scottish Government (2010)

www.scotland.gov.uk/Publications/2010/12/09134441/0

Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families

Learning and Teaching Scotland (2010)

www.educationscotland.gov.uk/images/PreBirthToThreeBooklet_tcm4-633448.pdf

National Guidance Under-age Sexual Activity: Meeting the Needs of Children and Young People and Identifying Child Protection Concerns

Scottish Government (2010)

www.scotland.gov.uk/Publications/2010/12/02143509/0

Getting Our Priorities Right

Scottish Government (2012)

www.scotland.gov.uk/Publications/2012/07/9484/downloads

Protecting Children and Young People: The Responsibilities of all Doctors

General Medical Council (2012)

www.gmc-uk.org/guidance/ethical_guidance/13257.asp





Getting It Right For Every Child

Scottish Government

www.scotland.gov.uk/gettingitright

Curriculum for Excellence

Scottish Government

www.scotland.gov.uk/topics/education/schools/curriculum/ACE

CPD, standards and quality of service provision

(Listed in date order where dated)

The NHS Knowledge and Skills Framework and the Development Review Process (NHS KSF)

Department of Health (2004)

www.dh.gov.uk/en/Publicationsandstatistics/publications/publicationspolicyandguidance/DH_4090843

Changing Lives: Report of the 21st Century Social Work Review

Scottish Executive (2006)

www.scotland.gov.uk/resource/doc/91931/0021949.pdf

The Standard for Childhood Practice in Scotland

Scottish Government, QAA and SSSC (2007)

www.qaa.ac.uk/publications/informationandguidance/documents/earlyyears.pdf

How Well Do We Protect Children And Meet Their Needs?

HMIE (2009)

www.dera.ioe.ac.uk/223/1/hwdwpcamtn.pdf

Framework of Competences

Royal College of Paediatrics and Child Health (2009/10)

www.rcpch.ac.uk/what-we-do/rcpch-publications/publications-list-title/publications-list-title

The Healthcare Quality Strategy for NHS Scotland

Scottish Government (2010)

www.scotland.gov.uk/Publications/2010/05/10102307/0

Safeguarding Children and Young People: Roles and Competences for Health Care Staff – Intercollegiate Document

Royal College of Paediatrics and Child Health (2010)

www.rcpch.ac.uk/system/files/protected/page/safeguarding%20children%20and%20young%20people%202010%20final_v2.pdf





Core Competency Framework for the Protection of Children

NHS Education for Scotland (2011)

www.nes.scot.nhs.uk/media/370658/child-protection-web.pdf

Teaching Scotland's Future

Scottish Government (2011)

www.scotland.gov.uk/Publications/2011/01/13092132/0

How Well Are We Improving the Lives of Children and Young People? A Guide to Evaluating Services Using Quality Indicators

Care Inspectorate (2012)

(Draft at the time of preparation of this Framework. Due to be finalised Spring 2013)

www.scswis.com/index.php?option=com_docman&task=doc_details&gid=831&itemid=378

Audit and Analysis of Significant Case Reviews

Scottish Government (2012)

www.scotland.gov.uk/resource/0040/00404517.pdf

Common Core of Skills, Knowledge & Understanding and Values for the "Children's Workforce" in Scotland

Scottish Government (2012)

www.scotland.gov.uk/Publications/2012/06/5565

Looked After Children: Knowledge, Skills and Competences of Health Care Staff. Intercollegiate Role Framework

Royal College of Nursing and the Royal College of Paediatrics and Child Health (2012)

https://www.rcn.org.uk/data/assets/pdf_file/0019/451342/rcn_and_rcpch_lac_comp_etences_v1.0_web_final.pdf

Policing Professional Framework

www.skillsforjustice-ppf.com

Skills for Justice

www.skillsforjustice.com

The Continuous Learning Framework

SSSC

www.continuouslearningframework.com





Sources of support / resources

(Listed in alphabetical order)

Care Inspectorate

www.scswis.com

Changing Lives Knowledge Network

www.knowledge.scot.nhs.uk/changinglives.aspx

CPD Scotland

www.cpdscotland.org.uk

Education Scotland

www.educationscotland.gov.uk

GIRFEC Knowledge Hub

<https://knowledgehub.local.gov.uk/group/gettingitrightforeverychildandyoungperson/forum>

Healthcare Improvement Scotland

www.healthcareimprovementscotland.org

Institute for Research and Innovation in Social Services (IRISS)

www.iriss.org.uk

Modernising Nursing in the Community

www.mnic.nes.scot.nhs.uk

NHS Education for Scotland (NES)

www.nes.scot.nhs.uk

Royal College of Paediatrics and Child Health

www.rcpch.ac.uk

Scottish Online Appraisal Resource (SOAR)

www.scottishappraisal.scot.nhs.uk

Scottish Police College

www.tulliallan.police.uk

Scottish Social Services Council (SSSC)

www.sssc.uk.com

Skills for Health

www.skillsforhealth.org.uk





University of Edinburgh / NSPCC Centre for UK-wide Learning in Child Protection (CLICP)

www.childprotection.ed.ac.uk

WithScotland (previously Multi-Agency Resource Service and Scottish Child Care and Protection Network)

www.withscotland.org





Annex 3: A model of evaluation

Often, an evaluation model like the one described below (Kirkpatrick, 1994) is used. This model is aimed at those who are responsible for assessing the effectiveness of the formal learning and development opportunities they provide to the workforce on child protection. The model applies to the evaluation stage, and would generally have been preceded by the analysis of learning and development needs and the provision of some form of learning and development input.

The evaluation model moves sequentially through stages. Information from each previous stage serves as a base for the next stage of the evaluation. Thus, each successive stage is a more precise measure of the effectiveness of a learning and development programme, but at the same time each stage requires a more rigorous and time-consuming analysis.

For example:

Stage 1 evaluation - reactions

Evaluation at this stage measures how participants in a programme react to it. It aims to answer questions about the participants' perceptions. Did they like it? Was the material relevant to their work? This type of evaluation often uses a brief questionnaire called a "happy sheet." According to Kirkpatrick, every programme should at least be evaluated at Stage 1, to identify any improvements needed.

In addition, at a level of basic outcomes, the participants' reactions can provide an indication of learning, as:

"Although a positive reaction does not guarantee learning, a negative reaction almost certainly reduces its possibility⁹".

Stage 2 evaluation – learning

To assess the amount of learning and development that has taken place through a programme, stage two evaluations often use tests carried out before and / or after learning and development.

Assessing at this stage moves the evaluation beyond learner satisfaction, and attempts to assess how far participants have advanced in their knowledge, skills or attitude. Measurement at this stage is more difficult than stage one. Methods can range from formal to informal testing, to team assessment and self-assessment. Participants are often asked to self-assess their skills before the learning and development (e.g. through "before" questionnaires and / or discussions), then to identify whether they have changed afterwards (e.g. through "after" questionnaires

⁹ <http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm>



and / or discussions). This helps to determine how much they feel that they have learned.

Stage 3 evaluation - transfer

This stage measures changes in learners' actual behaviour and / or practice due to the learning and development. Evaluating at this stage tries to answer the question:

“Are the newly acquired skills, and competences being used in the everyday environment of the learner?”

For many learning and development providers, this stage represents the truest assessment of a programme's effectiveness. However, measuring at this stage is complex, as it is often difficult to predict when a change in behaviour will occur (in part because, in the case of child protection, for some workers, there may be relatively few instances in which relevant circumstances to arise). Careful consideration needs to be given to when to evaluate, how often to evaluate, and how to undertake this.

The methods used can include a range of the techniques described in Section 4 (e.g. statistics and documents; questionnaires; interviews and discussions; observation; case studies; and other forms of “before and after” evidence.) It can include feedback from service users about their experiences, as well as evidence of change from individual participants and their supervisors.

Stage 4 evaluation- results

Stage four evaluation involves analysing findings and presenting results. The material collected using different methods and sometimes involving different kinds of information is generally analysed (often using qualitative and quantitative techniques). A summary of findings would then be prepared.

This stage can involve measuring the success of a learning and development programme in terms of addressing its required objectives and providing information about outcomes such as: improved quality of practice; reduced frequency of error etc. This, in turn, can inform future work.

The flowchart on the next page provides an example of how the 4 stages can be put into practice in the evaluation of a particular learning and development event.



STAGE 1 Reactions

By asking those who attend what they think. By using evaluation feedback sheets at the end of participation.

By asking workers and managers to reflect on learning in the CPD/PPD process and consider how it fits with their practice needs.

By asking CPC / senior managers to attend and / or observe learning and development events.

STAGE 2 Learning

By using “after” evaluation sheets 3 months after delivery to measure the impact on practice for worker and manager.

By asking workers and managers to reflect on learning in the CPD/PPD process and consider how it fits with their practice needs.

By comparing the “after” information to that gathered before the learning and development took place.

STAGE 3 Transfer

By asking participants for examples of how the event has affected practice and better protected children as a result.

By gathering statistical information on whether learning outcomes and identified competences were achieved.

By asking CPC / senior managers to reflect on changes to practice following workers’ participation in events.

By attending appropriate meetings and arranging focus groups to gain feedback on effectiveness.

By seeking the views of service users about their experiences of provision.

By sending out follow up case study questionnaires 6 months after attendance.

STAGE 4 Results

By analysing findings as part of the evaluation process, using appropriate methods.

By conducting the child protection Learning Needs Analysis to assess the impact, and any outstanding needs.

By collating statistical evidence on numbers attending across all partner agencies.

By evidencing learning and development outcomes for strategic and operational planning.

By making any changes required to learning and development opportunities.

