



## **Briefing Paper for Managers and Practitioners:- National Framework for Child Protection Learning & Development in Scotland 2012**

### **Background**

In December 2012 the Scottish Government published a National Framework for Child Protection Learning & Development in Scotland<sup>1</sup>

The aims of the framework are to

- 1 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.
- 2 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
- 3 Provide a tool to assist in identifying learning and development needs

The framework establishes a set of competences, 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.

NB The framework is set in the wider context of the Getting it Right for Every Child National Practice Model (for more detail on this please refer to the full document referenced below)

### **Workforce groups**

The Framework identifies three workforce groups within the multi-agency workforce, each of which requires different competences, knowledge and skills. These groups are:

The “**general** contact” workforce :- those who, as part of their job are likely to come into contact with children, young people and other family members. These workers will not usually be involved in any in-depth personal work with them.

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<sup>1</sup> <http://www.scotland.gov.uk/Topics/People/Young-People/protecting/child-protection/national-framework-cp-learning-2012>

The “**specific** contact” workforce :- 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 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.

The “**intensive** contact” workforce :- 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).

This new way of describing the workforce replaces the previously used hierarchical approach where training was graded at levels 1-4.

### **Competency, Knowledge and Skills**

The framework identifies core competencies, and key knowledge and skills relating to child protection for workers in each of the workforce groups. It also identifies additional knowledge and skills which may be required in some roles or functions. These have been collated into table format (appendix 1).

### **Implementation in Inverclyde**

The Competency, Knowledge and Skills tables are provided for used by practitioners and managers to review existing knowledge, skills and competence (based on workforce group) and to identify and plan to meet learning and development needs where appropriate. These are available in word format on the Child Protection Committee Website<sup>2</sup>

Over 2013-14 the training sub group will map all their courses against this framework.

By March 2014 all course should be advertised with reference to the new framework and for each course there will be a list indicating the knowledge and skills that it aims to support participants to achieve (available on request from ICPC support team).

*For more information about the National Framework for Child Protection Learning & Development in Scotland contact Susan Kerr, Child Protection Lead Officer at [susan.kerr@inverclyde.gov.uk](mailto:susan.kerr@inverclyde.gov.uk)*

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<sup>2</sup> [www.inverclydechildprotection.org/training](http://www.inverclydechildprotection.org/training)

## Appendix 1

# Child Protection Competencies, Knowledge and Skills

**GENERAL CONTACT WORKFORCE** :- those who, as part of their job are likely to come into contact with children, young people and other family members. These workers will not usually be involved in any in-depth personal work with them.

<b>Core / Key (for all staff in this workforce group)</b>	
<b>Competency</b>	
Recognise where there may be concerns about a child's well-being.	
Know the procedure and take appropriate action.	
<b>Knowledge of ....</b>	
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.	
<b>Skills to .....</b>	
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.	
<b>Additional (might be required in some roles / functions)</b>	
<b>Knowledge of ....</b>	
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.	
<b>Skills to .....</b>	
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.	

**SPECIFIC CONTACT WORKFORCE** :- 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 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.

They require the competencies, knowledge and skills identified for the general contact workforce plus those listed below

<b>Core / Key (for all staff in this workforce group)</b>	
<b>Competency</b>	
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.	
<b>Knowledge of ....</b>	
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)	
The implications of particular issues (e.g. the internet)	
The potential impact of Disability (including physical impairments; and learning disabilities).	
The potential impact of Ethnic group (including where English is not the first language).	
The potential impact of Gender (including gender-based violence).	
The potential impact of Religion / faith (including abuse in a religious environment).	
The potential impact of Age (including children and young people over 16; those at the point of transition from children's to adult services; and young parents).	
The potential impact of Misuse of alcohol and drugs by family members (including substance misuse in pregnancy).	
The potential impact of Domestic abuse (including domestic abuse in pregnancy and the impact of domestic abuse on children, young people and the non-abusing parent / carer).	
The potential impact of Parental mental health problems.	
The potential impact of Childhood trauma.	
The potential impact of Bullying.	
The potential impact of Complex needs (including additional support needs).	
The potential impact of Other aspects of personal circumstances (e.g. asylum seeking; being a young carer).	
The potential impact of Experience of particular forms of abuse and neglect (e.g. child sexual exploitation, female genital mutilation, child trafficking, forced marriage etc.	
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.	
<b>Skills to .....</b>	
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.	
<b>Additional (might be required in some roles / functions)</b>	
<b>Knowledge of ....</b>	
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.	

Skills 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.	
<p>Carry out particular types of work to help children and young people to protect themselves and to recover from abuse / neglect, such as:</p> <ul style="list-style-type: none"> <li>• Use therapeutic skills with abused children and young people.</li> <li>• Assess, promote and support parenting skills.</li> <li>• Enable children and young people to develop resilience and good relationships.</li> </ul>	
<p>Carry out work with particular groups, such as:</p> <ul style="list-style-type: none"> <li>• Children and young people affected by the types of specific issues highlighted earlier.</li> <li>• Children and young people who are behaving in ways that may be abusive to others, or appear likely to become so.</li> <li>• Children and young people who have experienced trauma and loss.</li> <li>• Perpetrators of abuse/neglect.</li> <li>• Non-abusing parents and siblings.</li> <li>• Dangerous, difficult to engage or evasive families.</li> </ul>	
Contribute to the evaluation of multi-agency interventions.	

**INTENSIVE CONTACT WORKFORCE** :- 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).

They require the competencies, knowledge and skills identified for the general and specific contact workforces plus those listed below

<b>Core / Key (for all staff in this workforce group)</b>	
<b>Competency</b>	
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.	
<b>Knowledge of ....</b>	
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.	
<b>Skills to .....</b>	
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.	
<b>Additional (might be required in some roles / functions)</b>	
<b>Knowledge of ...</b>	
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.	
<b>Skills to .....</b>	
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.	