

## Informed Workforce

The Informed Workforce level describes the baseline knowledge and skills required by everyone who works with children and young people in Aberdeenshire schools

Office Team, Cluster Business Managers, Janitorial Team (including care takers and crossing patrol staff), Technician Team, Pupil Escorts,

Catering Service, Cleaning Service, ASPECTS, Volunteers

Core Competences	Recognise where there may be concerns about a child or young person's wellbeing Know the procedures and take appropriate action when there are concerns for a child or young person					
Knowledge	Skills	Training	Training Provider	Length of Training	When	Frequency
The basic principles of the Rights of the Child	Recognise, respect and support children's rights	Authority UNCRC Day 1 presentation	<a href="#">Day 1 UNCRC Presentation</a>	15 mins	Start of session or when commence employment	Annually
The importance of child protection in the wider context of public protection		Authority Child Protection and Safe Guarding Day 1 presentation	<a href="#">Day 1 CP Presentation</a>	30 mins		
How the service they represent within an educational establishment can contribute to keeping children and young people safe						
The general nature and signs of abuse and neglect.	Recognise concerns about children and young people and identify possible risks and signs of child abuse and neglect	Child Protection Basic Awareness Training	<a href="#">ALDO</a>	45 mins	Approx. February In-service	Annually
What to do if they are worried about a child or young person	Take immediate action and follow the procedures in their educational establishment	Responding to Child Protection Concerns Flowchart	<a href="#">Responding to Concerns Flowchart</a>	Reference documents	As required	As required
How to respond at the time to disclosure of abuse, and the importance of listening to children and young people	Respond appropriately to disclosure of abuse. Effectively communicate / report, observe and record concerns	Establishment's easy reference procedures leaflet/electronic guide	<a href="#">Leaflet Template</a>			
When to seek appropriate support and where to look for/get this	Effectively communicate / report, observe and record concerns		<a href="#">Doc Template</a>			
Good practice in information sharing (including confidentiality)	Share information appropriately					

## Skilled Workforce

**The Skilled Workforce level describes the knowledge and skills required by staff who have direct and/or substantial contact with children and young people.**

Teaching staff (including EAL and Sensory Support), Pupil Support Assistants (PSAs), School Nursing Assistants, Pupil Support Workers (PSWs), School Counsellors, Early Years Practitioners, Early Years Lead Practitioners, Music Instructors and ALEC staff

<b>Core Competences</b>	<b>Protect and promote the wellbeing of children and young people</b> <b>Know the procedures and take appropriate action when there are concerns for a child or young person</b> <b>Contribute to identifying and implementing potential interventions where appropriate</b>
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Knowledge	Skills	Training	Training Provider	Length of Training	When	Frequency
The basic principles of the Rights of the Child	Recognise, promote, respect and support children's rights	Authority UNCRC Day 1 presentation	<a href="#">Day 1 UNCRC Presentation</a>	15 mins	Start of session or when commence employment	Annually
The importance of child protection in the wider context of public protection		Authority Child Protection and Safe Guarding Day 1 presentation	<a href="#">Day 1 CP Presentation</a>	30 mins		
How the service they represent within an educational establishment can contribute to keeping children and young people safe						
The nature of abuse and neglect and specific forms of abuse and neglect, e.g. child sexual exploitation (CSE), female genital mutilation (FGM), child trafficking, forced marriage	Recognise concerns about children and young people and identify possible risks and signs of child abuse and neglect	Child Protection Basic Awareness Training	<a href="#">ALDO</a>	45-60 mins	Approx. February In-service	Annually
What to do if they are worried about a child or young person	Take immediate action and follow the procedures in their educational establishment	Responding to Child Protection Concerns Flowchart	<a href="#">Responding to Concerns Flowchart</a>	Reference documents	As required	As required
How to respond at the time to disclosure of abuse, and the importance of listening to children and young people	Respond appropriately to disclosure of abuse. Effectively communicate / report, observe and record concerns	Establishment's easy reference procedures leaflet/electronic guide	<a href="#">Leaflet Template</a> <a href="#">Doc Template</a>			
When to seek appropriate support and where to look for/get this		Share information appropriately	Awareness of documents held within Child Protection in Education Resource Document	<a href="#">CP in Education Resource Document</a>	Reference document	Emailed to schools annually in January
Good practice in information sharing (including confidentiality)						

## Enhanced Workforce

The Enhanced Workforce level details the knowledge and skills required by staff who have more regular and intense contact with children and young people.

Head Teachers, Depute Head Teachers, Principal Teachers of Guidance, Principal Teachers of Additional Support for Learning, Educational Psychology Service, Education Support Officers, Quality Improvement Officers & Managers and Community Learning and Development (CLD)

<b>Core Competences</b>	<p><b>Protect and promote the wellbeing of children and young people</b></p> <p><b>Know the procedures and take appropriate action when there are concerns for a child or young person</b></p> <p><b>Contribute to identifying and implementing potential interventions where appropriate</b></p> <p><b>Undertake work on a single and multi-agency basis</b></p> <p><b>Where appropriate, participate in child protection enquires with relevant workers, including Initial Referral Discussions (IRDs)</b></p>
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Knowledge	Skills	Training	Training Provider	Length of Training	When	Frequency
The basic principles of the Rights of the Child	Recognise, promote, respect and support children's rights	Authority UNCRC Day 1 presentation	<a href="#">Day 1 UNCRC Presentation</a>	15 mins	Start of session or when commence employment	Annually
The importance of child protection in the wider context of public protection		Authority Child Protection and Safe Guarding Day 1 presentation	<a href="#">Day 1 CP Presentation</a>	30 mins		
The nature of abuse and neglect and specific forms of abuse and neglect, e.g. child sexual exploitation (CSE), female genital mutilation (FGM), child trafficking, forced marriage	Recognise signs and possible risk factors of abuse and neglect	Child Protection Basic Awareness Training	<a href="#">ALDO</a>	45 mins	Approx. February In-service	Annually
	Take appropriate steps should you have a concerns about a child or young person	Neglect	<a href="#">ALDO</a>	45 mins	When commence employment	As required
What to do if they are worried about a child or young person	Take immediate action and follow the procedures in their educational establishment	Responding to Child Protection Concerns Flowchart	<a href="#">Responding to Concerns Flowchart</a>	Reference documents	As required	As required
How to respond at the time to disclosure of abuse, and the importance of listening to children and young people	Respond appropriately to disclosure of abuse. Effectively communicate / report, observe and record concerns	Establishment's easy reference procedures leaflet/electronic guide	<a href="#">Leaflet Template</a>	Reference documents		
When to seek appropriate support and where to look for/get this			<a href="#">Doc Template</a>			

The local strategic and operational approach to child protection, procedures, protocols and the overall pattern of provision.	Promote child protection learning and development of all workforces.	Familiarisation of documents held within Child Protection in Education Resource Document	<a href="#">CP in Education Resource Document</a>	Reference document	Emailed to schools annually in January	Annually
Other agencies with a role in meeting the needs of a child, young person or other family member where there are child protection issues.	Communicate effectively and engage with all parties about child protection plans. Recognise and respond to complex needs of particular groups. Collect and ensure the representation of views of the child or young person.					
When a child protection plan is needed, the components that make up the plan and the way this will be implemented.	Help develop, record and ensure the implementation of a child protection plan, linking risks with tasks (including core group and review case conferences where appropriate).					
	Evaluate their own and multi-agency interventions.					
	Collect/collate evidence to monitor and review a child's plan and evaluate interventions. Contribute to child protection case conferences where required.					
The Initial Referral Discussion (IRD) process	Provide appropriate information within IRD and identify risk and protective factors for the Child or Young person prior to agreeing actions.	Multi-Agency Briefing 2 (IRD, CPPMs & CPR)	<a href="#">GIRFEC Website</a>	Reference document	When commence in role	As required
To understand what self-harm is and how to respond to children and young people who self-harm or may be at risk of self-harm	Listen empathetically and respond appropriately to children and young people who self-harm or are at risk of self-harm	Self Harm in Children and Young People	<a href="#">ALDO</a>	20-30 mins		

## Child Protection Coordinator

This Workforce Level details the knowledge and skills required by the Child Protection Coordinator (CPC), the Depute CPC and Early Years Senior Practitioner

<b>Core Competences</b>	<p><b>Undertake the role of Child Protection Coordinator (CPC) or Depute CPC</b></p> <p><b>Protect and promote the wellbeing of children and young people</b></p> <p><b>Know the procedures and take appropriate action when there are concerns for a child or young person</b></p> <p><b>Contribute to identifying and implementing potential interventions where appropriate</b></p> <p><b>Undertake work on a single and multi-agency basis</b></p> <p><b>Where appropriate, participate in child protection enquires with relevant workers, including Initial Referral Discussions (IRDs)</b></p> <p><b>Developing and updated child protection strategies, polices and procedures within the education establishment</b></p>
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Knowledge	Skills	Training	Training Provider	Length of Training	When	Frequency
The basic principles of the Rights of the Child	Recognise, promote, respect and support children's rights	Authority UNCRC Day 1 presentation	<a href="#">Day 1 UNCRC Presentation</a>	15 mins	Start of session or when commence employment	Annually
The importance of child protection in the wider context of public protection		Authority Child Protection and Safe Guarding Day 1 presentation	<a href="#">Day 1 CP Presentation</a>	30 mins		
The nature of abuse and neglect and specific forms of abuse and neglect, e.g. child sexual exploitation (CSE), female genital mutilation (FGM), child trafficking, forced marriage	Recognise signs and possible risk factors of abuse and neglect	Child Protection Basic Awareness Training	<a href="#">ALDO</a>	45 mins	Approx. February In-service	Annually
	Take appropriate steps should you have a concerns about a child or young person		Neglect	<a href="#">ALDO</a>	45 mins	When commence emploment
What to do if they are worried about a child or young person	Take immediate action and follow the procedures in their educational establishment	Responding to Child Protection Concerns Flowchart	<a href="#">Responding to Concerns Flowchart</a>	Reference documents	As required	As required
How to respond at the time to disclosure of abuse, and the importance of listening to children and young people	Respond appropriately to disclosure of abuse. Effectively communicate / report, observe and record concerns	Establishment's easy reference procedures leaflet/electronic guide	<a href="#">Leaflet Template</a>	Reference documents	As required	As required
When to seek appropriate support and where to look for/get this			<a href="#">Doc Template</a>			
The local strategic and operational approach to child protection, procedures, protocols and the overall pattern of provision.	Promote child protection learning and development of all workforces.	<i>See page 2 for training</i>				

Other agencies with a role in meeting the needs of a child, young person or other family member where there are child protection issues.	Communicate effectively and engage with all parties about child protection plans. Recognise and respond to complex needs of particular groups. Collect and ensure the representation of views of the child or young person.					
When a child protection plan is needed, the components that make up the plan and the way this will be implemented.	Help develop, record and ensure the implementation of a child protection plan, linking risks with tasks (including core group and review case conferences where appropriate).	Familiarisation of documents held within Child Protection in Resource Document	<a href="#">CP in Education Resource Document</a>	Reference document	Emailed to schools annually in January	Annually
	Evaluate their own and multi-agency interventions.					
	Collect/collate evidence to monitor and review a child's plan and evaluate interventions.					
	Contribute to child protection case conferences where required.					
The Initial Referral Discussion (IRD) process	Provide appropriate information within IRD and identify risk and protective factors for the Child or Young person prior to agreeing actions.	Multi-Agency Briefing 2 (IRD, CPPMs & CPR)	<a href="#">GIRFEC Website</a>	Reference document		
What to do if a concern for a child or young person is taken to you as CPC	Take immediate action and follow the procedures. Support colleagues who are involved in child protection work.	Responding to Child Protection Concerns Flowchart	<a href="#">Responding to Concerns Flowchart</a>	Reference document	When commence in role	As required
As a CPC, know when and where to seek support/advice	Take immediate action, seek advice and refer on where appropriate and required.	Discussion with Social Work Team Manager/s	Contact SW Team Manager	30 mins		
Immediate intervention/emergency protection measures relevant to Education (Child Protection Order, Child Assessment Order and Exclusion Order, and Police powers).	Communicate effectively and appropriately with other agencies when an immediate intervention is required.	Child Protection Coordinator Training	<b><i>In development</i></b>			
To recognise and understand specific behaviours, such as self-harm; suicide ideation; and suicidal intent.	Listen empathetically and respond appropriately to children and young people who self-harm or are at risk of self-harm	Self Harm in Children and Young People	<a href="#">ALDO</a>	20-30 mins	When commence in role	As required
		Suicide Prevention Awareness	<a href="#">ALDO</a>	30 mins		