

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, including: Cluster Business Managers, Cluster Business Coordinators, Admin Staff, Janitorial Team (including care takers), Technician Team, Pupil Escorts, Catering Service, Cleaning Service, ASPECTS, Library Service and 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	UNCRC Day 1 Presentation	UNCRC Day 1 Presentation	15 mins	Start of session or when commence employment	Annually
The importance of child protection and their role in keeping children and young people safe. The general nature and signs of abuse and neglect. The importance of listening to children and young people. What to do if they are worried about a child or young person. How to respond to and what to do when a disclosure of abuse is made to them. Good practice in information sharing (including confidentiality)	Recognise concerns about children and young people. Identify possible risks and signs of child abuse and neglect. Respond appropriately to disclosure of abuse. Take immediate action and follow the procedures in their educational establishment. Effectively communicate / report, observe and record concerns. Share information appropriately.	- GIRFEC and Child Protection Day 1 Presentation - Child Protection Basic Awareness Training for staff working in Educational Establishments - Child Protection in Education Guidance. - Responding to Child Protection Concerns Flowchart	GIRFEC and Child Protection Day 1 Presentation ALDO Child Protection in Education Guidance Responding to Concerns Flowchart	30 mins 45 mins Reference Documents	Start of session or commencement of employment Approx. February In-service As Required	Annually Annually As Required

Further Knowledge and Skills can be developed by referring to the Skilled and Enhanced Workforce Professional Learning Frameworks

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 Service and Sensory Support Service Staff), Pupil Support Assistants (PSAs), School Nursing Assistants, Pupil Wellbeing Workers (PWWs), Pupil Support Workers (PSWs), Enhanced Provision Outreach Practitioners, Nature, Nurture Practitioners, School Counsellors, Early Years Practitioners, Early Years Lead Practitioners and Music Instructors.

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 Contribute to identifying and implementing potential interventions where appropriate					
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	UNCRC Day 1 Presentation	UNCRC Day 1 Presentation	15 mins	Start of session or when commence employment	Annually
The importance of child protection and their role in 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. The importance of listening to children and young people. What to do if they are worried about a child or young person. How to respond to and what to do when a disclosure of abuse is made to them. Good practice in information sharing (including confidentiality)	Recognise concerns about children and young people. Identify possible risks and signs of child abuse and neglect. Respond appropriately to disclosure of abuse. Take immediate action and follow the procedures in their educational establishment. Effectively communicate / report, observe and record concerns. Share information appropriately.	GIRFEC and Child Protection Day 1 Presentation	GIRFEC and Child Protection Day 1 Presentation	30 mins	Start of session or commencement of employment	Annually
		Child Protection Basic Awareness Training for staff working in Educational Establishments	ALDO	45 mins	Approx. February In-service	Annually
		- Child Protection in Education Guidance. - Responding to Child Protection Concerns Flowchart	Child Protection in Education Guidance Responding to Concerns Flowchart	Reference Documents	As Required	As Required
		Awareness of documents held within Child Protection in Education Resource Document	Child Protection in Education Resource Document	Reference Document	Emailed to schools annually in January	As Required

Further Knowledge and Skills can be developed by referring to the Enhanced Workforce Professional Learning Framework and the [GIRFEC and Child Protection Portal](#)

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, Quality Improvement Officers & Managers, Education Support Officers and Community Learning and Development (CLD).

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 Contribute to identifying and implementing potential interventions where appropriate Undertake work on a single and multi-agency basis Where appropriate, participate in child protection enquires with relevant workers, including Initial Referral Discussions (IRDs)						
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	UNCRC Day 1 Presentation	UNCRC Day 1 Presentation	15 mins	Start of session or when commence employment	Annually
The importance of child protection and their role in 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 The importance of listening to children and young people. What to do if they are worried about a child or young person. How to respond to and what to do when a disclosure of abuse is made to them. Good practice in information sharing (including confidentiality)	Recognise concerns about children and young people. Identify possible risks and signs of child abuse and neglect. Respond appropriately to disclosure of abuse. Take immediate action and follow the procedures in their educational establishment. Effectively communicate / report, observe and record concerns. Share information appropriately.	- GIRFEC and Child Protection Day 1 Presentation - Child Protection Basic Awareness Training for staff working in Educational Establishments - Child Protection in Education Guidance. - Responding to Child Protection Concerns Flowchart Familiarisation of documents held within Child Protection in Education Resource Document	GIRFEC and Child Protection Day 1 Presentation	30 mins	Start of session or commencement of employment	Annually
			ALDO	45 mins	Approx. February In-service	Annually
			Child Protection in Education Guidance Responding to Concerns Flowchart	Reference Documents	As Required	As Required
			Child Protection in Education Resource Document	Reference Document	Emailed to schools annually in January	As Required

Knowledge	Skills	Training	Training Provider	Length of Training	When	Frequency
Promote child protection learning and development of all workforces. 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. 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. Provide appropriate information within IRD and identify risk and protective factors for the child or young person prior to agreeing actions. Listen empathetically and respond appropriately to children and young people who self-harm or are at risk of self-Harm. The local strategic and operational approach to child protection procedures, protocols and the overall pattern of provision. Other agencies with a role in meeting the needs of a child, young person or family members where there are child protection concerns. When a child protection plan is needed, the components that make up the plan and the way this will be implemented. The Interagency Referral Discussion (IRD) process. 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	Promote child protection learning and development of all workforces. 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. 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. Provide appropriate information within IRD and identify risk and protective factors for the child or young person prior to agreeing actions. Listen empathetically and respond appropriately to children and young people who self-harm or are at risk of self-Harm.	▪ Familiarisation of documents held within Child Protection in Education Resource Document. ▪ Familiarisation with IRD Guidance, Attending CPPMs Practitioner Guidance ▪ Self-Harm in Children and Young People	Child Protection in Education Resource Document Child Protection Committee Website ALDO	Reference Document Reference Documents 20-30 mins	When commence employment When commence employment When commence employment	As required As required As required
GIRFEC Operational Practice in Aberdeenshire	Successfully embed and promote GIRFEC Principles within their work.	▪ Familiarisation with the 5 GIRFEC Operational Practice Modules	GIRFEC Portal - ALDO	Various	When commence employment	As required

Further Knowledge and Skills can be developed by referring to the [Child Protection Coordinator Professional Learning Framework](#) and the [GIRFEC and Child Protection Portal](#)

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.

Core Competences Undertake the role of Child Protection Coordinator (CPC) or Depute CPC Protect and promote the wellbeing of children and young people Know the procedures and take appropriate action when there are concerns for a child or young person Contribute to identifying and implementing potential interventions where appropriate Undertake work on a single and multi-agency basis Where appropriate, participate in child protection enquires with relevant workers, including Initial Referral Discussions (IRDs) Developing and updated child protection strategies, policies and procedures within the education establishment						
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	UNCRC Day 1 Presentation	UNCRC Day 1 Presentation	15 mins	Start of session or when commence employment	Annually
The importance of child protection and their role in keeping children and young people safe as a Child Protection Coordinator (CP Coordinator). 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 The importance of listening to children and young people. What to do if they are worried about a child or young person or if a concern is taken to them as a CP Coordinator. How to respond to and what to do when a disclosure of abuse is made to them or is taken to them as a CP Coordinator. Good practice in information sharing (including confidentiality).	Recognise concerns about children and young people. Identify possible risks and signs of child abuse and neglect. Respond appropriately to disclosures of abuse. Take immediate action and follow the procedures in their educational establishment. Effectively communicate / report, observe and record concerns. Share information appropriately.	GIRFEC and Child Protection Day 1 Presentation	GIRFEC and Child Protection Day 1 Presentation	30 mins	Start of session or commencement of employment	Annually
		Child Protection Basic Awareness Training for staff working in Educational Establishments	ALDO	45 mins	Approx. February In-service	Annually
		- Child Protection in Education Guidance. - Responding to Child Protection Concerns Flowchart - Familiarisation of documents held within Child Protection in Education Resource Document	Child Protection in Education Guidance Responding to Concerns Flowchart Child Protection in Education Resource Document	Reference Documents	As Required	As Required
				Reference Document	Emailed to schools annually in January	As Required

Knowledge	Skills	Training	Training Provider	Length of Training	When	Frequency
The local strategic and operational approach to child protection procedures, protocols and the overall pattern of provision. Other agencies with a role in meeting the needs of a child, young person or family members where there are child protection concerns. When a child protection plan is needed, the components that make up the plan and the way this will be implemented. The Interagency Referral Discussion (IRD) process. As a CPC, know when and where to seek support/advice. Immediate intervention/emergency protection measures relevant to Education (Child Protection Order, Child Assessment Order and Exclusion Order, and Police powers). To recognise and understand specific behaviours, such as self-harm; suicide ideation; and suicidal intent.	Promote child protection learning and development of all workforces. 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. 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. Provide appropriate information within IRD and identify risk and protective factors for the child or young person prior to agreeing actions. Listen empathetically and respond appropriately to children and young people who self-harm or are at risk of self-harm.	▪ Familiarisation of documents held within Child Protection in Education Resource Document. ▪ Familiarisation with IRD Guidance and Attending CPPMs Practitioner Guidance. ▪ Discussion with Social Work Team Manager/s ▪ Multi-agency Child Protection Training ▪ Self-Harm in Children and Young People ▪ Suicide Prevention Awareness	Child Protection in Education Resource Document Child Protection Committee Website Contact relevant SW Manager Child Protection Committee Website ALDO ALDO	Reference Document Reference Documents 2 days 20-30 mins 30 mins	When commence employment	As required
GIRFEC Operational Practice in Aberdeenshire	Successfully embed and promote GIRFEC Principles within their work.	▪ Familiarisation with the 5 GIRFEC Operational Practice Modules	GIRFEC Portal - ALDO	Various	When commence employment	As required

Further Knowledge and Skills can be developed by referring to the [GIRFEC and Child Protection Portal](#)