



**Perth & Kinross  
CPC & Single Service / Agency  
Child Protection  
Learning and Development Pathways  
2015 – 2018**

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**Getting it Right  
in Perth and Kinross**  
*Helping children be the best they can be*

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## What to do if you are worried about a child or young person?

*If you are worried or concerned about a child or young person you should contact the Perth and Kinross Child Protection Duty Team or the Police:*

<b>Perth and Kinross Child Protection Duty Team – (24 hours)</b>	<b>01738 476768</b>
<b>Police Non-Emergency Number</b>	<b>101</b>
<b>In an Emergency</b>	<b>Call 999</b>

### Document Control

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## Purpose

This paper pulls together the single service / agency and the inter-agency child protection learning and development pathways within Perth and Kinross. This is a dynamic document which will continue to grow and develop.

This paper has been published by the Perth and Kinross CPC Learning and Development Sub Group.

## National Context

### National Guidance for Child Protection in Scotland 2014

In 2014 The Scottish Government refreshed their National Guidance for Child Protection in Scotland originally published in 2010.

Part 2 of the National Guidance for Child Protection in Scotland 2014 Guidance describes in detail, the role, remit, responsibilities and business functions for all Child Protection Committees (CPCs) across Scotland.

The Guidance summarises these business functions as ***continuous improvement; strategic planning; and public information and communication***. This includes a business function for Learning and Development.

## Policy Extract

### Continuous Improvement – Learning and Development

In terms of Learning and Development, the 2014 National Guidance states:

*“The importance of professional judgement in dealing with the risk and uncertainty of child protection situations means that training must be a core consideration. Multi-agency training is an essential component in building common understanding and fostering good working relationships, which are vital to effective child protection. Child Protection Committees are well placed to help develop and deliver such training. Training on a single and an inter-agency basis can help develop the core skills needed to support effective inter-disciplinary working both on actual cases of abuse and on prevention and post-abuse programmes. Child Protection Committees should make sure mechanisms are in place for the delivery and evaluation of local training initiatives.*”

*In 2012, the Scottish Government published a national framework for child protection learning and development. The purpose of the framework is to set out a common set of skills and standards for workers to ensure the delivery of a consistently high standard of support to children and young people across the country. The main aim is to strengthen the skills and training of professionals and improve the advice and tools available to them in assessing, managing and minimising risks faced by some of our most vulnerable children and young people.*

*Individual agencies are responsible for ensuring that their staff are competent and confident in carrying out their responsibilities for safeguarding and promoting children's wellbeing. Child Protection Committees should develop training programmes that complement and build on the work already done by individual agencies and which embrace multi-agency training needs among the staff of the agencies concerned. Different staff groups will have different skill sets, knowledge and responsibilities and staff from all agencies should be confident about their own roles and how these fit into the wider picture. Child Protection Committees need to identify collective training needs on an ongoing basis, responding quickly to any gaps highlighted by inspection reports, significant case reviews or other sources, working in collaboration with single agencies which may have their own training responsibilities.*

*Child Protection Committees should have an overview of the training needs of all staff involved in child protection activity, including:*

- Staff with a particular responsibility for protecting children, such as Lead Professionals, Named Persons or other designated health and education practitioners, police, social workers and other practitioners undertaking child protection investigations or working with complex cases. They will need a thorough understanding of working together to promote, support and safeguard the wellbeing of all children and young people.*
- Other staff who work directly with children, young people and parents/carers and who may be asked to contribute to assessments, for example children's group workers. This group will need a fuller understanding of how to work together to identify and assess concerns, and how to plan, undertake and review interventions.*
- Other staff who have regular contact with children as part of their job, for example school bus drivers. These staff are well placed to recognise signs of abuse and raise concerns about a child's wellbeing and should understand their responsibility to share such concerns appropriately.*
- Those in regular contact with parents/ carers, who are well placed to identify where a parent's or carer's behaviour may impact on a child. This group must be aware of their responsibility to consider such issues and know what they should do if they are concerned about a child's wellbeing.*

*Training and development for managers is also essential, at both operational and strategic levels. As well as "foundation level" training, this may include training on joint planning and investigations, chairing multi-disciplinary meetings, supervision and support of staff, and decision-making. Some managers will also need training on the conduct of significant case reviews.*

*Training may be delivered more effectively if there is collaboration across local areas, especially where local policing divisions or health service boundaries span more than*

one local authority area. The content of training should reflect the principles, values and processes set out in national guidance on work with children and families as well as local protocols. It should be relevant to different groups from the statutory, third and other sectors, including volunteers, and be regularly reviewed and updated in the light of research and practice experience. A number of resources are available to assist staff development and training and some of these can be found in Appendix B.

*Child Protection Committees are responsible for publishing, implementing and reviewing an inter-agency child protection training strategy.”*

## **The National Framework for Child Protection Learning and Development in Scotland 2012**

In December 2012, the Scottish Government published the National Framework for Child Protection Learning and Development in Scotland 2012.

This guidance complements the National Guidance for Child Protection in Scotland 2014 and provides a useful framework for meeting learning and development needs of three specific workforce groups:

- The general contact workforce group
- The specific contact workforce group and
- The intensive contact workforce group

It also identifies overall roles and responsibilities in protecting Children and Young People and highlights the core competences, knowledge and skills required by different workforce groups.

## **Policy Extract**

### **The general contact workforce**

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

### **The specific contact workforce**

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

*children, young people and other family members. These workers require the competences, knowledge and skills associated with the general contact workforce, and some additional competences, knowledge and skills to reflect the nature of their involvement with children, young people and their families”.*

### **The intensive contact workforce**

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

## **Local Context**

Perth and Kinross CPC Learning and Development Sub Group is compliant with the requirements specified in Part 2 of the National Guidance for Child Protection in Scotland (Scottish Government 2014), in particular paragraphs 158 to 164, which specifies the CPC’s business functions for Learning and Development.

Since December 2012 the CPC Learning and Development Sub Group has also been working to implement the National Framework for Child Protection Learning and Development in Scotland 2012.

## **CPC Learning and Development Sub Group – Role and Remit**

Perth and Kinross CPC Learning and Development Sub Group is compliant with the requirements specified in Part 2 of the National Guidance for Child Protection in Scotland 2014 (Scottish Government 2014), in particular paragraphs 158 to 164, which specifies the CPC’s business functions for Learning and Development.

Members of the CPC Learning and Development Sub Group have a ***specific Role, Remit and Responsibility***.

In Summary the CPC Learning and Development Sub Group role and remit is:

- To design, develop, plan, promote and commission inter-agency child protection learning and development courses across Perth and Kinross.
- To regularly review, evaluate and quality assure the delivery of all inter -agency child protection learning and development courses across Perth and Kinross.
- To have an overview of all single service and / or agency child protection learning and development opportunities across Perth and Kinross.
- To ensure that all inter-agency child protection learning and development opportunities remain relevant, effective, consistent and are widely available across Perth and Kinross.

- To provide inter-agency child protection learning and development opportunities for all practitioners and managers across the public, private and third sectors within Perth and Kinross and if necessary, for CPC members themselves and
- To provide the necessary reports on inter-agency Child Protection Learning and Development Courses to the Perth and Kinross CPC when required to do so.

In doing so, it works closely with the CPC Quality Assurance Sub Group and the CPC Practice Sub Group. The sub group meets every two months.

## **Child Protection Learning and Development Pathways**

The CPC Learning and Development Sub Group previously asked partners services / agencies to identify their single service / agency child protection learning and development pathways for all staff, particularly those members of staff working with children, young people and families.

The CPC Learning and Development Sub Group also identified and mapped out their suggested inter-agency child protection learning and development pathway, which aims to support, complement, but not replace single service/agency child protection learning and development pathways.

## **Individual Child Protection Learning and Development Pathways**

This paper pulls together the following self-explanatory child protection learning and development pathways:

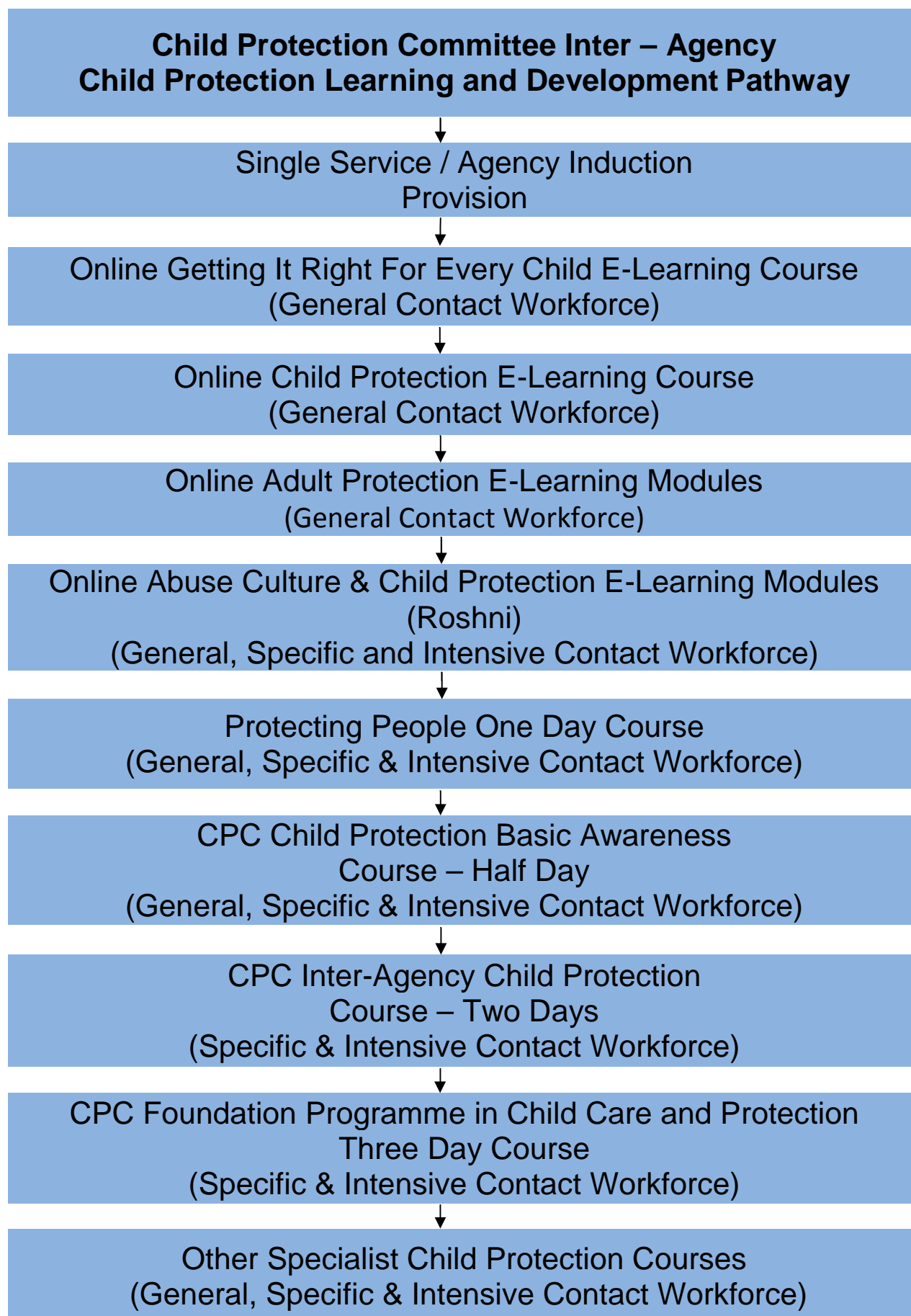
- CPC Inter-Agency Child Protection Learning and Development Pathway
- Education and Children's Services Child Protection Learning and Development Pathways
- Housing and Community Care Child Protection Learning and Development Pathways
- Police Scotland Child Protection Training and Staff Development Pathways
- NHS Tayside Child Protection Training and Staff Development Pathways
- Third Sector / Voluntary Sector – Barnardo's Child Protection Training and Staff Development Pathways

Whilst a number of these child protection learning and development / training and staff development pathways are similar in nature, there are discreet differences between and across the various services and agencies.

Further child protection learning and development pathways will be incorporated into this paper as necessary.



## CPC Learning and Development Pathway



## ECS Staff Learning and Development Pathway

### Education and Children Services Child Protection Learning and Development Pathway

Perth and Kinross Council / Service  
Induction Provision

Online Getting It Right For Every Child E-Learning Course  
(General Contact Worker)

Online Child Protection E-Learning Course  
(General Contact Workforce)

Online Adult Protection E-Learning Modules  
(General Contact Workforce)

Online Abuse Culture and Child Protection E-Learning Modules  
(Roshni)  
(General, Specific and Intensive Contact Workforce)

Protecting People Course – One Day  
(General, Specific & Intensive Contact Workforce)

CPC Child Protection Basic Awareness Course – Half Day  
(General, Specific & Intensive Contact Workforce)

CPC Inter-Agency Child Protection Course – Two Days  
(Specific & Intensive Contact Workforce)

ECS Designated Child Protection Officer (CPO) Course – One Day  
(Specific & Intensive Contact Workforce)

ECS Designated Child Protection Officer Update Course – One Day  
(Specific & Intensive Contact Workforce)

Other Specialist Child Protection Courses  
(Specific & Intensive Contact Workforce)

CPC Foundation Programme in Child Care and Protection  
Three Day Course  
(Specific & Intensive Contact Workforce)

Joint Investigative Interviewing/VRI (Pan Tayaide) Course  
(Intensive Contact Workforce)

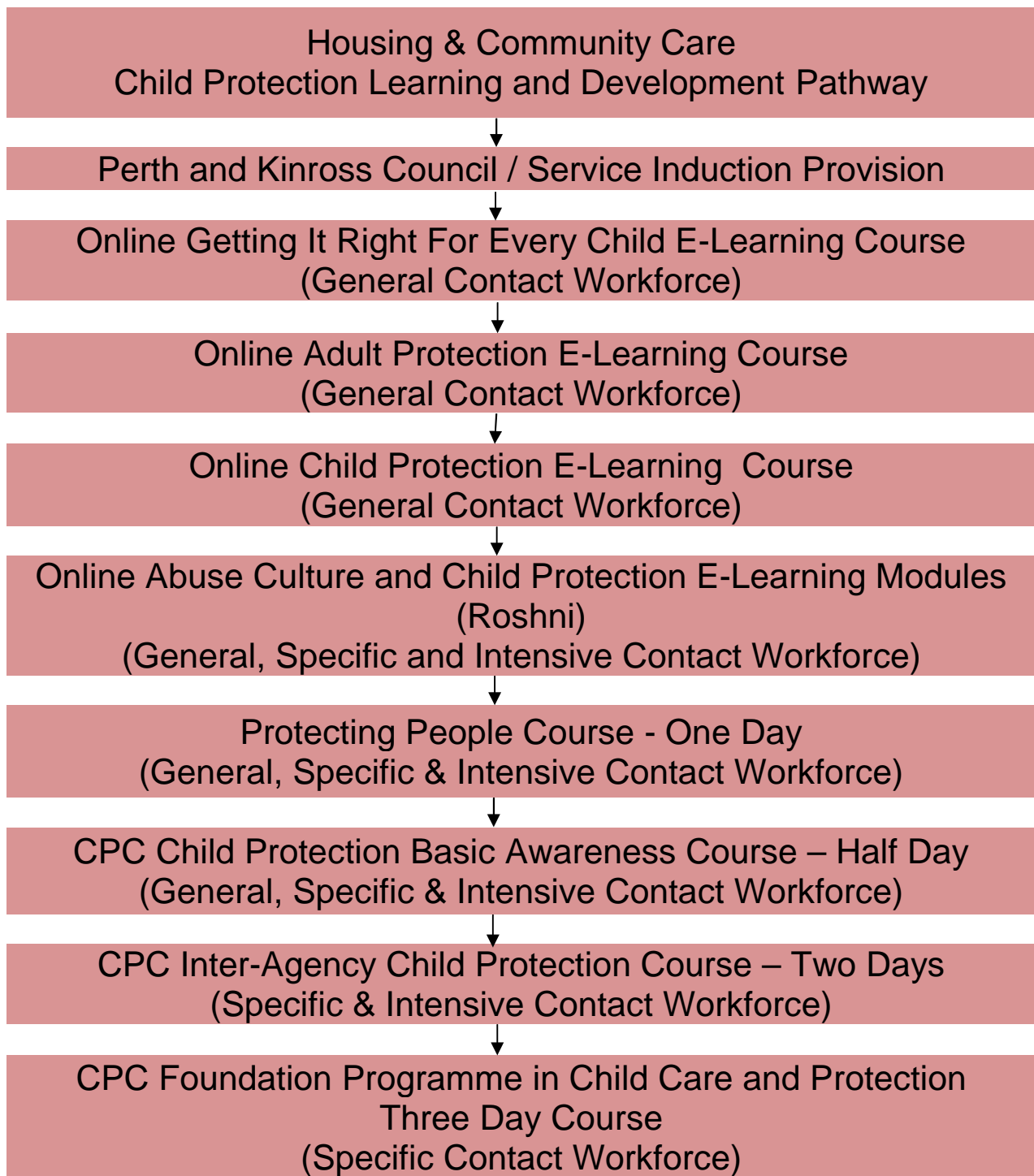


Graduate/Post-Graduate Certificate (Child Welfare & Protection)  
(Intensive Contact Workforce)

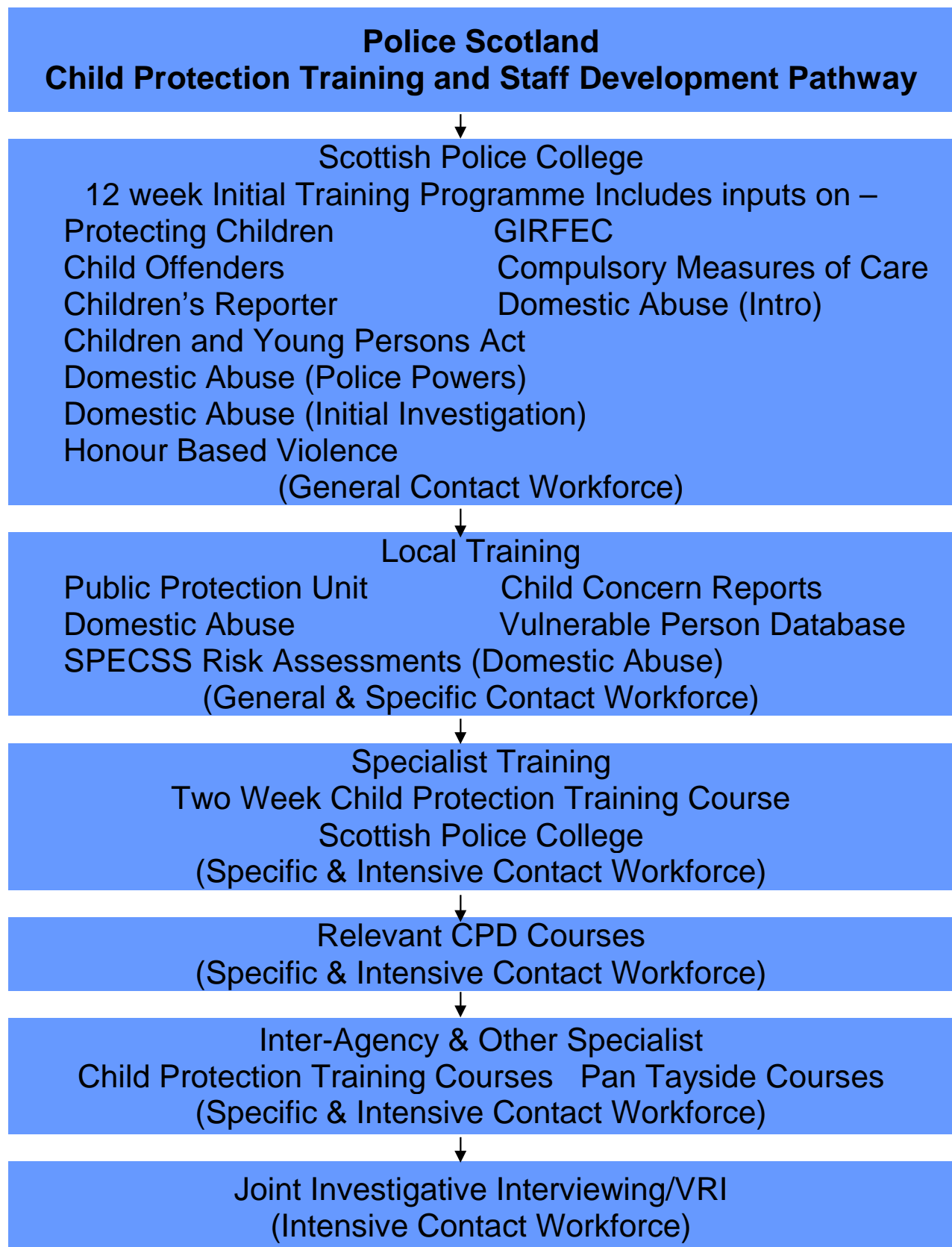


Other Postgraduate Studies / MSC e.g. Management and  
Leadership / Applied Studies / Advance Practice Skills  
(Intensive Contact Workforce)

## HCC Staff Learning and Development Pathway



## Police Training and Staff Development Pathway



**NHS Tayside**  
**Child Protection Training and Staff Development Pathway**  
**2014**



**INDUCTION**

- Corporate Induction Sessions-child protection awareness session all **new staff**
- Specialty Trainee Doctors Year 1: Induction Programme
- Foundation Year Doctors: doctors on- line training modules (DOTS)



**LEVEL 1 e-LEARNING MODULES**

- Level 1a Non-Clinical Staff e-learning course
- Level 1b **Mandatory** e-learning course for **all clinical staff** regardless of contact with children & young people (update every two years)



**LEVEL 2**

- Level 2a: 1.5 hours lecture for Speciality Trainee doctor's 1-3 who have direct contact with children & young people or their families
- Level 2b: Half day workshop **for all other staff** who have direct contact with children & young people or their families (attend update workshop every two years).
- Level 2b Updates available from 2013 (for staff who have undertaken a full level 2b workshop)



**LEVEL 3**

For staff with direct responsibilities for the management and provision of care of children and young people (agreed via personal review)

- NHST single agency level 3
- Multi-Agency Child Protection Training Courses (Provided locally by child protection committees)



**LEVEL 4 -Specialist**

- Identified professionals with specific child protection function, for example, with a role for supervising and advising others in their role in child protection cases

E.g. external provision of post graduate university programmes: specialist clinical training

## Barnardo's Training and Staff Development Pathway 2014

### Learning and Development Safeguarding Training Matrix – Children's Services

Description of learning activity	Examples of staff who should access (not definitive)	How delivered	Mandatory	Timescale from starting role	Refresher Required?
<b>Induction</b>	All Staff/volunteers and other workers including HO and admin support.	Via safeguarding induction e-learning or Workbook/CD Rom and induction with line manager. Safeguarding induction leaflet.	Yes	First week if on line four weeks if workbook/CD Rom	No but should be discussed in appraisal and supervision and reviewed if job role changes.
<b>Core Child Protection Module 1</b>	All Children Services Staff (project workers, volunteers and other workers who have direct and regular access with children and young people)	Classroom based or on site training	Yes	First six months rolling programme. Can't be confirmed in post until completed	No, but some additional safeguarding training must be undertaken to update and build on competence as part of ongoing professional development.
<b>Recording and Outcomes</b>	All new staff who are required to use LL SUR to record and critically analyse risk and outcomes	Classroom based or on site training	Yes	First six months	Only if changes to systems necessitate.
<b>Core Child Protection Module 2</b>	All Children Services Staff project workers, and identified volunteers and other workers who have regular and significant one to one contact with children and young people or parents/carers. New first line managers.	Classroom based or on site training could be via annual practice development day	Yes	First year and recorded and linked to APA	As above
<b>Specialist Practitioner Training</b>	Children's services staff, volunteers or other workers who	E-learning CAF/UNOCINNI Classroom based training	Yes	First year, and ongoing.	As and when guidance or legislation changes,

Description of learning activity	Examples of staff who should access (not definitive)	How delivered	Mandatory	Timescale from starting role	Refresher Required?
For example, those working with children and young people at risk of sexual exploitation, trafficking, HIV, substance misuse, self harm, missing children, gang violence, forced marriage.	require additional skills/knowledge around assessment, risk, planning, intervening and evaluating the needs of children and parenting capacity where there are safeguarding concerns. All new and exiting managers relevant to their particular service area. Foster and other family care support workers.	local inter-agency training on site delivery including annual practice development day			or in line with new learning.
<b>Management Training</b> Safeguarding and effective Supervision and Risk Management	All new managers, including those promoted internally.	Classroom based	Yes	Within 6-9 months	No, but complemented by ongoing R/N training.
<b>Senior Management and Safeguarding Leads</b> Those responsible for implementation, monitoring and review of policies; managing and advising on child protection issues, safeguarding concerns including the management of allegations.	Senior management and R/N Safeguarding Leads	Via briefing and supervision		As required	As and when
<b>Serious /Significant Case Reviews.</b> Detailed training on the skills to undertake effective Internal Management Review in response to an SCR or serious incident.	Members of the Barnardo's IMR pool.	Classroom Via Head of Safeguarding and Local Safeguarding/Child Protection Board or other providers.	No	As required	Updates and briefing for members of internal pool of authors



Description of learning activity	Examples of staff who should access (not definitive)	How delivered	Mandatory	Timescale from starting role	Refresher Required?
<b>Continuous Improvement</b> Annual Safeguarding Event	All Children's services workforce who have regular contact with children, young people or their families.	To be agreed locally, could be via annual R&N conference or a planned activity within a team or jointly with other services.	Yes	Annually	Annually.

In addition it is proposed that internal briefings, seminars and events will be run to highlight and share internal practice, learning and research around:

Trafficking of children; Adolescent suicide; Neglect; Domestic abuse

## Learning and Development Safeguarding Training Matrix – Corporate Division

Mandatory Area of Learning	Who should attend	How delivered	Timescale	Refresher Required?
Safeguarding Induction	All staff/volunteers including managers from Corporate Resources, admin support, Retail and F&M, PRaM	Via safeguarding induction e-learning or workbook and Induction with manager. If not e-learning then the Safeguarding Induction leaflet	Within first four weeks	No requirement for refresher training but safeguarding training needs should be discussed as part of supervision. There should be access to additional training if job roles or responsibilities change.
Management briefings for those with corporate role and safeguarding management responsibility	All new managers including F&M and Retail	Classroom based training or via senior line managers	Within first six months	As above
Specialist training- for those who are likely to come into contact with young people via research or media	PRaM	Classroom based	Within first year	As above
Retail- training for all ABMs and shop managers	Area business managers (ABM) shop managers, volunteer advisors, ADPs	Classroom based	Within first 6 months	As above
Fundraising	Specialist training for community fundraising	Classroom based	Within first six months	As above