



Aberdeenshire GIRFEC Multi-Agency Learning & Development Strategy 2021 - 2023

Multi-agency training is an essential component in building common understanding and fostering good working relationships, which are vital to effective services for children in Aberdeenshire

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DOCUMENT CONTROL

First Edition	June 2021
Review Date	June 2022
Updates	
Governance	GIRFEC Strategic Group Child Protection Committee

1. Introduction

The Aberdeenshire GIRFEC Learning and Development Strategy sets out the key priorities for the development of the multi-agency workforce in Aberdeenshire during 2020-2023.

This strategy supports the ambition and priorities of:

[Aberdeenshire Children’s Services Plan 2020 to 2023](#)

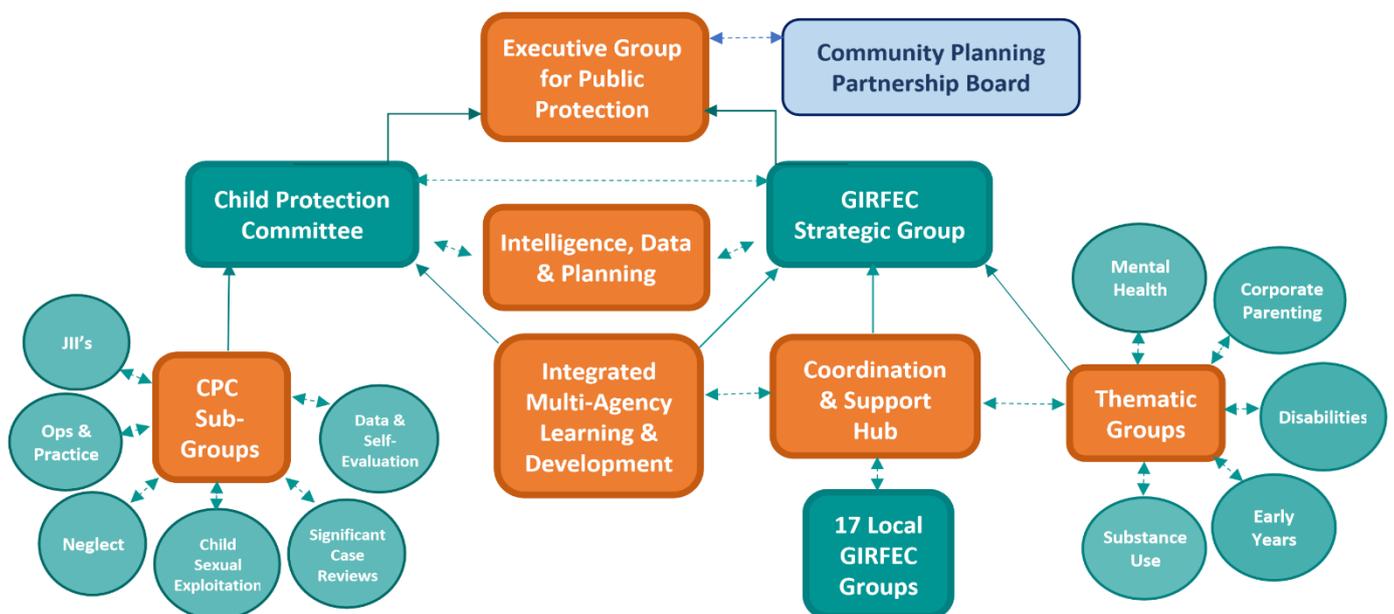
[Aberdeenshire Child Protection Committee Priorities for 2020-2023](#)

[Aberdeenshire Local Improvement Plan \(LOIP\) 2017-27](#)

The strategy seeks to support the development of a competent, confident workforce which will promote services within Aberdeenshire to deliver positive outcomes for children, young people and families through prevention, early intervention and effective protective measures when necessary. Our ambition is to consolidate reflective, evidence-based practice which will underpin the processes used to maximise children’s well-being.

Aberdeenshire Community Planning Partnership is committed to ensuring consistently high standards of practice are embedded across the workforce. This is achieved through the GIRFEC Strategic Group having responsibility and oversight of the arrangements in Aberdeenshire. It does this through promoting a shared understanding of the practice, principles and values underpinning Getting it Right for Every Child (GIRFEC), embedding use of the National Practice Model, and a commitment to Children’s Rights.

The GIRFEC Multi-Agency Group has been established under the terms of reference (Appendix 1), with representation across services. An agreed Framework (Appendix 2) provides a practical reference document to provide consistency and support services in meeting the multi-agency GIRFEC training needs of its wide and diverse workforce.



2. Legislative & Policy Context

Multi-agency learning and development activity will be underpinned by the –

- Children and Young People (Scotland) Act 2014
http://www.legislation.gov.uk/asp/2014/8/pdfs/asp_20140008_en.pdf
- National Guidance for Child Protection in Scotland 2021
<https://www.gov.scot/publications/national-guidance-child-protection-scotland-2021/>
- ‘Getting it Right for Every Child’ (GIRFEC) principles
<http://www.gov.scot/Topics/People/Young-People/gettingitright> with all learning and development activity recognisable as linking back to the wellbeing indicators (SHANARI):
 - Safe
 - Healthy
 - Active
 - Nurtured
 - Achieving
 - Respected
 - Responsible
 - Included
- Getting it Right for Children and Families. Proposal for the development of guidance to support the GIRFEC provisions in the Children and Young People (Scotland) Act 2014
<http://www.scotland.gov.uk/Resource/0044/00448228.pdf>
- National Framework for Child Protection Learning and Development in Scotland (2012)
<http://www.scotland.gov.uk/Resource/0040/00409124.pdf>
- Education (Additional Support for Learning) (Scotland) Act (2004), as amended 2009
<https://education.gov.scot/improvement/research/education-additional-support-for-learning-scotland-act-2004/>

3. Principles

Guiding principles of our Learning and Development Strategy

Access, inclusion, equality and quality

A range of high-quality services should be available to children, young people and their families at the time they need them and in the places that make sense to them. Children and young people should be supported in the context of their own families and local communities/services, unless it is not safe or appropriate to do so.

Prevention and early intervention

Intervening early, particularly in the early stages of a child’s life, where appropriate.

Listening, active participation and partnership

Children, young people and their families should be active participants in designing, planning and reviewing the services they receive. Agencies will work in partnership with them and each other to promote self-reliance.

Protection

Agencies will work with each other and with families to ensure that children and young people are kept safe.

Rights and Responsibilities

Agencies will work with children, young people and their families in a way which ensures that their rights and responsibilities are clearly recognised and promoted.

4. The Learning and Development Charter

To provide a strategic framework , common understanding and collective approach to inter-agency GIRFEC Learning and Development	To develop a competent and confident workforce by the provision of inter-agency GIRFEC L&D opportunities that complement existing single agency training provisions	To provide good quality, evidence-based, inter-agency GIRFEC Learning & Development opportunities which are robust, fit for purpose, highly evaluated and regularly quality assured	To contribute towards the care and protection of children and families by promoting the principles of early identification, intervention and support , reflective of the Getting it Right Practice Model and approach	To ensure that all workers have the necessary core competences, key knowledge, skills and values to deliver a consistently high standard of support to children, young people and their families
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This strategy is underpinned by our Training Framework (Appendix 2) and captures the important and interconnected roles of the learner, the line manager, the learning professional and the service.

RESPONSIBILITIES

Partnerships - Aberdeenshire GIRFEC Strategic Group & Aberdeenshire Child Protection Committee

- To own and challenge the Learning & Development strategy and delivery plan to ensure they support the overall objectives.
- To maintain an awareness of learning and development initiatives and seek regular reports from the L&D group on performance and impact.

Line Management

- Will ensure that they and their team play an active role in learning and development and acquire the skills and knowledge required for their role.
- Will use coaching and mentoring skills to guide the development of their teams. Will work in partnership with Learning & Development professionals to ensure that learning plans and interventions are appropriate and focused on service needs.
- Will support a range of learning opportunities for employees, including support for personal development and career progression

Individual Learners

- Will take personal responsibility for identifying their own development needs and potential development opportunities.
- Will undertake learning and development as guided by the Service plans and their line manager.
- Will ensure that they have a formal development plan (Employee Annual Review).
- Will take part in formal and informal learning and support the development of others.

L&D Professionals (internal)

- Will consult with senior and line managers on L&D priorities.
- Will act as a facilitator of learning, using a range of interventions focused on the need of the learners as opposed to a trainer-centric approach.
- Will research and implement new learning methods and programmes, including technological solutions.
- Will utilise proportionate quality assurance to ensure that learning interventions are appropriate, relevant and contribute to individual and Service performance.

L&D Professionals (external)

- Will work in partnership with the Service to design, deliver and evaluate L&D interventions to meet Service requirements in accordance with the terms of their contractual frameworks.

Aberdeenshire GIRFEC Multi-Agency Learning & Development Group Terms of Reference

Group Chair

The group chair will be the Independent Chair of Aberdeenshire Child Protection Committee (ACPC) and will report to the Aberdeenshire multi agency partnerships -

- GIRFEC Strategic Group
- Child Protection Committee

Group Chair will be reviewed after annually - July

Group Membership

Name	Title	Representing
Susan Maclaren (CHAIR)	Independent Chair	CPC
Margit Matthews Jackie Ashcroft	Service Development Officer Team Manager	Children's Social Work Service, Aberdeenshire Council
Ashley McGregor	Depute Principal Educational Psychologist, Cluster Lead.	Education, Aberdeenshire Council
Hazel Robertson Shelley Taylor Sara Denham Jill Gibbon	Operational Lead Nurse Children and Families Specialist Nurse Child Protection Midwife Specialist Nurse Child Protection (Acute) & CP Trainer	Aberdeenshire Health and Social Care Partnership, NHS Grampian NHS Grampian NHS Grampian
Davie Crowther	Detective Sergeant	Police Scotland
Kate Humphrey Diana Tisseman Vanessa Case	Team Manager North SP/Practice Teacher CJSW Team Manager North	Mental Health, Adult Services Criminal Justice Substance Misuse Service
James Martin	Early Years Service Manager	Early Learning & Childcare, Aberdeenshire Council
To be agreed	Service Development Officer	Housing, Aberdeenshire Council
To be agreed		Third Sector
To be agreed	Maintain Connectivity	Aberdeenshire Alcohol & Drug Partnership
Emma Toner	CPC Lead Officer	CPC

Group Remit

The group is responsible for identifying the learning and development needs of practitioners in Aberdeenshire who work with children and young people.

- The group will meet bimonthly
- The group will produce a 3-year Learning and Development Strategy and work plan
- The group will ensure all learning reflects and supports the ambitions articulated in Aberdeenshire's Children's Services Plan, learning from published SCR's and any future policy and legislation changes
- The group will be responsible for completing biannual learning and development needs assessments in order to inform the L & D strategy

- The group will oversee the completion and upkeep of the Children's Services Learning and Development calendar
- The group will ensure promotion of all learning and development opportunities throughout adult and community-based services How? Agree a communication plan/ mailing list
- The group will carry out regular self-evaluation of courses in order to ensure a culture of continuous improvement
- The group will ensure new legislation and policy is embedded in all courses
- The group will agree how to develop/commission agreed courses

Expectations of group members

- Each representative to have an overview of learning and development within their own service
- Each representative to share information, consult with their service in relation to the work of the group and report back on work completed
- Each representative to promote the Learning & Development Strategy and Calendar across their service
- Each representative will ensure appropriate links with single agency learning and development opportunities
- Each representative is expected to attend as many meetings as possible
- Each representative is expected to contribute to the delivery of courses or to identify an appropriate person from their service who can
- Members of the group should ensure they have the support from line managers to contribute to the group as necessary

GIRFEC Knowledge & Skills Framework to Support Workforce Development

The Framework is a practical reference document to assist the workforce in meeting the multi-agency GIRFEC training needs of its wide and diverse workforce.

WORKFORCE DEVELOPMENT

As a rights-based approach, GIRFEC <https://www.gov.scot/policies/girfec/> has paved the way in promoting and improving the well-being of Scottish children. This framework is underpinned by the Aberdeenshire Learning and Development Strategy 2020-2023 with fundamental core principles:

- **Getting the basics right:** make every point of contact and communication count as a chance to develop respectful, empowering relationships with children and their families.
- **Importance of trust:** people need reliable, honest and dependable communication and interactions.
- **Early recognition of the need for family support:** enabling access and support at the earliest opportunity.
- **Absolute requirement for collaboration:** breaking down barriers across all sectors to enable person-centred, consistent child at the centre practices which are trauma informed responses.

COMMITMENT OF SERVICES IN ABERDEENSHIRE

The National Guidance for Child Protection in Scotland 2014 makes clear that Chief Officers are Chief Constables and the Chief Executives of health boards and local authorities 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.

The Aberdeenshire GIRFEC Learning and Development strategy which underpins the framework and seeks to support the development of a competent, confident workforce which will promote services within Aberdeenshire to deliver positive outcomes for children, young people and families through prevention, early intervention and effective protective measures when necessary. Our ambition is that there will be consolidation of reflective, evidence-based practice which will underpin the processes used to maximise children's well-being.

GIRFEC LEARNING AND DEVELOPMENT PATHWAYS

The GIRFEC Multi-Agency Learning and Development Group partners services / agencies 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 Group also identifies and maps out the inter-agency child protection learning and development pathway, which aims to support and complement, but not replace single service/agency GIRFEC (including child protection) learning and development pathways.

IDENTIFYING & DELIVERING ON THE MULTI-AGENCY GIRFEC TRAINING PROGRAMME

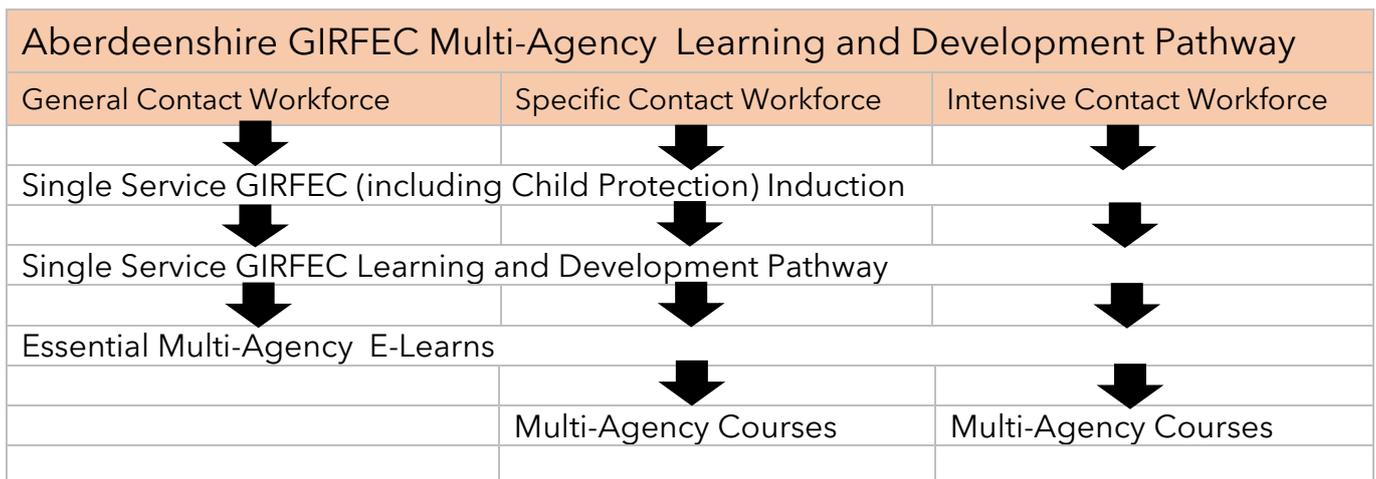


1. Define Knowledge and Skills Required to the Workers Role

Using the three Workforce Groups		
	Defined in this Framework	Examples of such workers (although not an exhaustive list) might include
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. 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.	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.
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 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	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).

	skills to reflect the nature of their involvement with children, young people and their families.	
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). 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.	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); health visitors and family nurses; 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.

2. Specify the workers learning and development requirements



3. Identify the inter-agency training needs

In order to establish the learning and development requirements, Services in Aberdeenshire will identify their workforce GIRFEC Training needs. The mapping tool above is one way in which this can be undertaken. 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. Individual agencies are responsible for ensuring that their staff are competent and confident in carrying out their responsibilities for the wellbeing and protection of children.

A multi-agency learning and development training programme, that complements and builds on the work already done by individual agencies and which embraces a multi-agency training dynamic among the staff of the agencies concerned, will be created in order to build common understanding and foster good working relationships, which are vital to effective childcare practice.

The combination of 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 practice.

Aberdeenshire GIRFEC Strategic Group and Aberdeenshire Child Protection Committee will support delivery and evaluation of local training initiatives. This should include consideration of any additional resources/funding.

4. Agree multi-agency training and how this will be developed and evaluated

The Aberdeenshire GIRFEC Learning and Development Group has a Terms of Reference (Appendix 1) which underpins the work of the group. This will be updated as required. The output from this group is an Aberdeenshire GIRFEC Multi-Agency Learning & Development Programme, this will reflect the identified multi-agency training needs in Aberdeenshire. It will change and develop according to changing need and undertake horizon scanning, responding to new requirements where appropriate.

Aberdeenshire GIRFEC Multi-Agency Learning & Development Programme	
1.	GIRFEC National Practice
1a	Children's Rights, Engagement and Participation
1b	Information-Sharing
1c	Named Person, Lead Professional, and the Team Around the Child
1d	Assessment and Chronologies
1e	Multi- Agency Meetings and The Child's Plan
2.	Child Protection Basic Awareness Refresher Training - Online Module
3.	Multi-Agency Child Protection Basic Awareness??
4.	Working together - Multi-Agency Child Protection Practice
5.	Initial Referral Discussions - Understanding Your Role in Child Protection Enquiries
6.	National Disability Toolkit E-Learn
7.	Child Sexual Exploitation - Awareness Raising Sessions
8.	Introduction to the National Risk Framework to Support the Assessment of Children and Young People
9.	Tackling Child Neglect
10.	Domestic Abuse & the Protection of Children
11.	Preparing for Child Protection Case Conferences
12.	Multi-agency Aberdeenshire bespoke Workshops as required (Services for Children)
13.	Multi-agency Awareness Raising Events across the North East of Scotland - Child Protection Partnership
14.	Joint Investigative Interview Training & Refreshers for Police Officers and Social Workers via the JII Working Group

5. Ongoing - Support and evaluate the translation of training into practice

This Aberdeenshire GIRFEC Integrated Learning & Development Workplan 2020 – 2023 will provide the narrative, structure and reporting methodology of the work that is being taken forward.

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The workplan is informed by the following national learning and development plans:

- [National Framework for Child Protection Learning & Development \(2012\)](#)
- [The Scottish Psychological Trauma Training Plan \(2019\)](#)