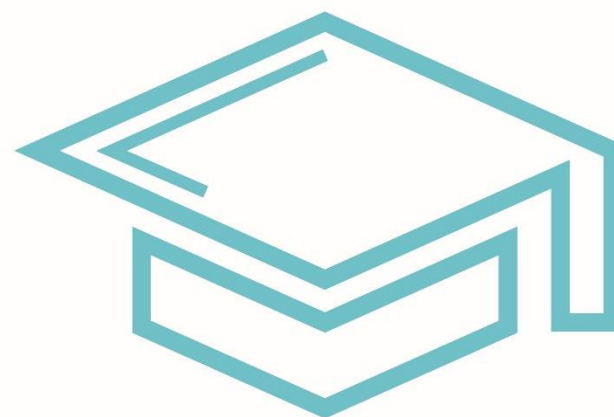




Scottish Football Association
Wellbeing and Protection
Learning and Development Framework





Welcome and Introduction to Scottish Football

Football is intrinsic to Scotland, it is our national sport that for centuries has been weaved into the tapestry of Scottish culture. Approximately 780, 000 people in Scotland play football, over 100, 000 of those are children and young people. It sits proudly at the heart of communities throughout Scotland and has the power to evoke an enormous sense of pride and passion and to inspire and connect people through a shared love of the game. Quite simply it is part of who we are. At the Scottish Football Association, our ambition is to continue to inspire the nation to love football. The cornerstone of this begins with ensuring that football is a safe and inclusive environment for all involved.

In February 2021 The Report of the Independent Review of Sexual Abuse in Scottish Football was published and shared its recommendations based on the accounts of former players who had experienced abuse within Scottish Football. The accounts of the survivors have been fundamental in instigating a real drive and commitment to implement bold and tangible changes to the way our culture, systems, leadership and people prioritise the safety and wellbeing of children and young people. The review published 97 recommendations, one of which was the development of a learning and development framework to outline a clear training pathway, ensuring a targeted, proportionate and consistent approach to wellbeing and protection training for all staff and volunteers across every level of Scottish Football.

We all have a role to play in keeping children and young people in Scottish Football safe. Key to this is a sustainable workforce that is able to respond to the needs of children and young people. This will be achieved by ensuring that the workforce across every level of the game has access to the appropriate training, information and support they need in order to develop their skills, knowledge and understanding of children's rights, wellbeing and protection. All staff, volunteers and associated persons who work for or on behalf of the Scottish Football Association, our member clubs, affiliated national associations and leagues should feel confident, supported and informed in their role. This is absolutely key to us getting it right for every child and ensuring the best possible outcomes for all children and young people who participate in Scottish Football.



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This learning and development framework is for the workforce in its entirety, irrespective of your role. It aims to be a practical guidance tool that will help to promote a culture of continuous learning and development by aligning and embedding children's wellbeing and protection across all of Scottish Football and ensuring that everyone is educated on:

- How to safeguard and promote children's rights, wellbeing and protection.
- How to promote a positive culture in Scottish Football.
- The different ways that children and young people can come to harm.
- The impact of abuse and neglect on the wellbeing of children and young people.
- How to respond to any concerns about the wellbeing or safety of a child or young person, or the conduct of an adult towards a child or young person.

The safety of those who participate in Scottish Football must be the paramount consideration and should underpin all that we do. This learning and development framework is aspirational and future focused, it represents a commitment from the Scottish Football Association to continue to build on the support it already offers to its staff, member clubs, affiliated national associations and leagues in order to achieve the vision that all children will flourish because we put their safety, wellbeing, rights and enjoyment at the heart of every level of Scottish football.



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What is a learning and development framework?

A learning and development framework is an organisational strategy that articulates the workforce capabilities, skills and competencies required, and how these can be developed to ensure a sustainable, successful organisation. It is a tool designed to be used and shaped in a way that best meets the needs of the workforce.

The purpose of this learning and development framework is to provide a comprehensive structure for all Wellbeing and Protection training courses, primarily focusing on children and young people, however in time this will be expanded to include the wellbeing and protection of adults. The framework will support staff working across Scottish Football to develop their skills, knowledge and understanding of child wellbeing and protection by focusing on the tasks related to roles and the specific knowledge, skills and competencies required for this role.

This framework is underpinned by our vision and our values and has been informed by several activities including:

- The strategic priorities of the organisation.
- A comprehensive review of relevant literature, evidence and research.
- The needs of the workforce across every level of Scottish football.
- Key stakeholder consultation.

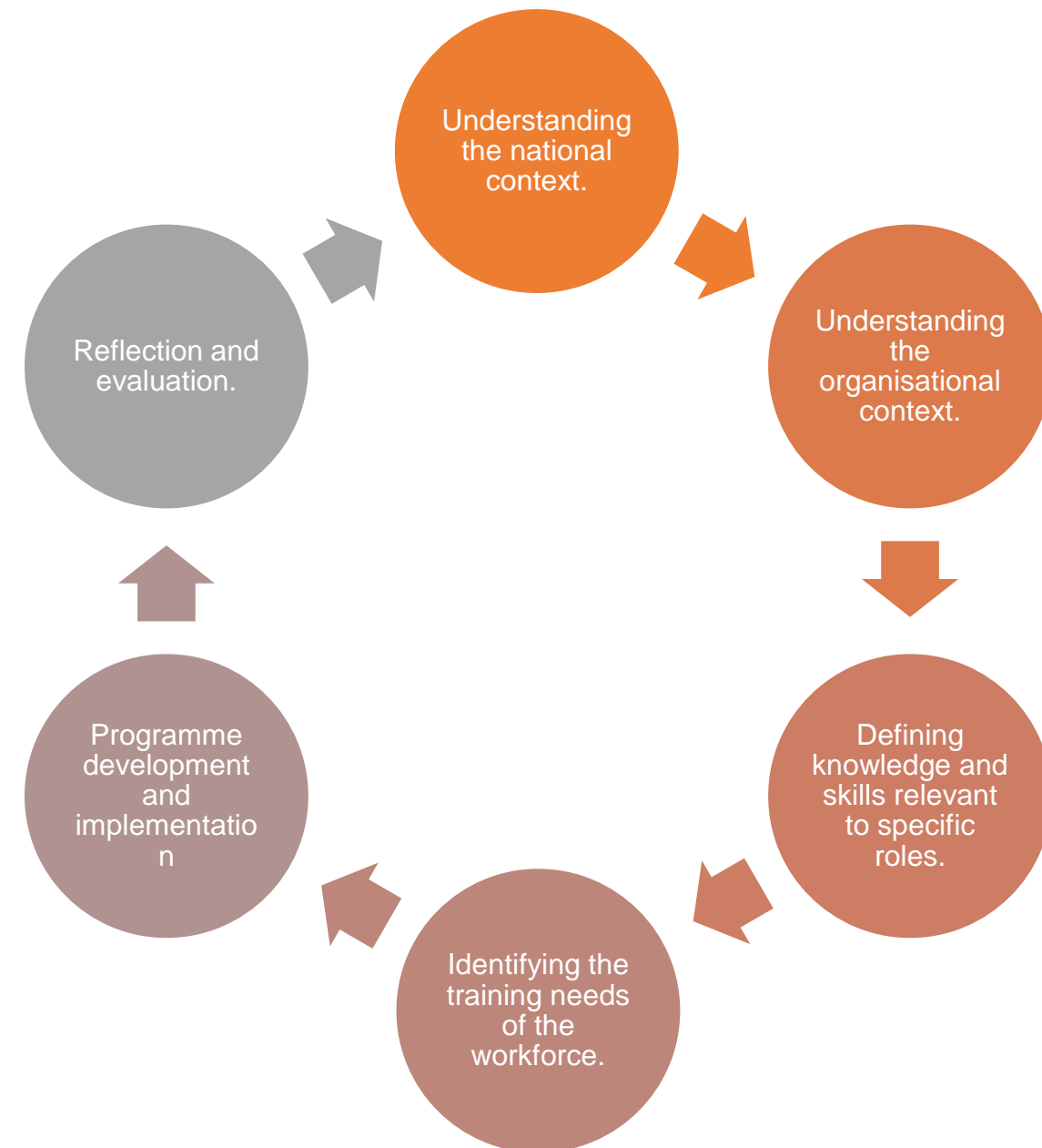
The framework is a dynamic, flexible and live working document for all of Scottish Football. It will respond to both internal and external changes and will be refined and refocused as a result of emerging research and an ongoing monitoring and evaluation process to ensure it continues to meet the needs of the workforce.



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Developing the framework

The training cycle is a systematic approach to the development, delivery and continuous improvement of a training programme. It consists of an orderly series of stages to help ensure that the training delivers the intended outcomes. In the training cycle, the emphasis is not simply on the training event, but also on the planning, development and review stages.



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Step 1: Understanding the national context

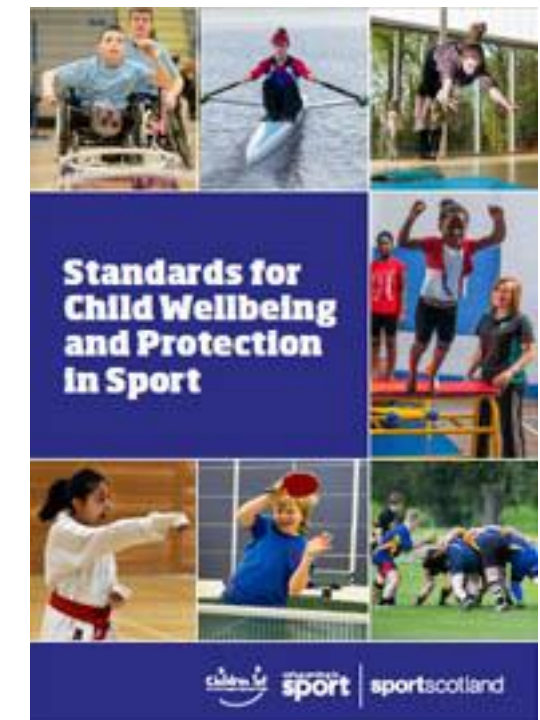
The content of this learning and development strategy has been directly shaped and influenced by both the national context for child wellbeing and protection in Scotland as well as Scottish Football policies and strategies.

The Children and Young People (Scotland) Act 2014

The Children and Young People (Scotland) Act 2014, introduced legislative requirements on public bodies to report on what they are doing to promote the rights of children and young people as set out in the United Nations Convention on the Rights of the Child (UNCRC) in their work.

As the national agency for sport in Scotland, **sportScotland** fulfils this commitment through their **Standards for Child Wellbeing and Protection in Sport** which ensures that Sports Governing Bodies now have a more defined role in ensuring children's wellbeing is promoted and their rights are respected. The standards are grouped in to three categories and outline the expectations and responsibilities of each: The Child, The Adults and The Sports Organisations.

Standard 6 of the Standards sets out the responsibility of sports governing bodies to provide the necessary support, training and information to anyone working or volunteering with children and young people.



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Every child has sports coaches and volunteers who are well supported and trained.

We provide all necessary information, guidance and training to volunteers and staff working with or making decisions with children and young people.

Safe/ Healthy/ Achieving/ Nurtured/ Active/ Respected/ Responsible/
Included

6.1 Our induction for new volunteers/staff includes information about how to contact the CWPO and a requirement to sign up the code of conduct and child wellbeing protection policies.

6.2 We make sure those working with and making decisions about children and young people (including officials, where applicable) attend child wellbeing and protection and keep their certificate up to date.

6.3 We keep records of child wellbeing and protection training, including expiry dates, for all volunteers/staff.

6.4 To help keep knowledge up to date, we share relevant child wellbeing and protection information and updates with those working with children and young people.

6.5 We have a CWPO for volunteers/staff to speak to about any concerns regarding wellbeing and protection for children and young people.

6.6. We have one other named person in the sports organisation who the CWPO can discuss child wellbeing and protection matters with or who can be contacted if the CWPO is unavailable.

6.7 Our CWPO has:

- A role description.
- Attended Child Wellbeing and Protection in Sport Training or equivalent.
- Attend Child Wellbeing and Protection Officer Training or equivalent.
- Has representation on the board/committee.

A full copy of **sport**Scotland Standards for Child Wellbeing and Protection can be found [here](#).

A full list of the UNCRC articles can be found [here](#).



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Getting it Right for Every Child

Getting it Right for Every Child is the national approach in Scotland that puts the rights and wellbeing of children and young people at the heart of everything we do. By endorsing the principles of the United Nations Convention on the Rights of the Child it promotes a child centred approach, ensuring that the best interests of children and young people is always the paramount consideration. It adopts a holistic approach to the wellbeing of children and young people, and provides both a common language and a consistent approach for all professionals working with children and young people.

What is Wellbeing?

Every child is different; there is no set level of wellbeing that each child should achieve. Instead each child should be supported to reach their full potential. To help ensure there is a common understanding of what wellbeing means, it can be described in terms of eight indicators, often referred to as SHANARRI:

Safe: Protected from abuse, neglect or harm at home, at school and in the community.

Healthy: Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy, safe choices.

Achieving: Being supported and guided in learning and in the development of skills, confidence and self-esteem at home, in school and in the community.

Nurtured: Having a nurturing place to live in a family setting, with additional help if needed, or where not possible, in a suitable care setting.

Active: Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

Respected: Having the opportunity, along with parents and carers, to be heard and involved in decisions that affect them.

Responsible: Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.

Included: Having help to overcome social, educational and physical and economic inequalities, and being accepted as part of the community in which they live and learn.

Children and young people can participate in football in many different ways, all of which can be a highly rewarding experience and can have a positive impact on all areas of their wellbeing. Regular exercise for children and young people has been shown to support healthy brain development and improve cognitive skills, support the development of fine and gross motor skills, help to maintain a healthy weight and improve emotional health. Football also provides an opportunity for children and young people to form new friendships and develop the skills to work and play as part of a team, build confidence, esteem and resilience, as well as developing communication



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and problem solving skills. Above all else it allows children the opportunity to participate and have fun. For children and young people to enjoy the many benefits of football we must ensure that football is a safe and inclusive environment, where their rights are respected and their voice is heard. This is the responsibility of us all.

Our responsibility goes beyond football; over 100, 000 children and young people from all walks of life in Scotland participate in football at some level, not to mention the many initiatives that operate throughout the country that support children, young people and families within their communities. Every adult working or volunteering in Scottish football has a responsibility to ensure they recognise when the wellbeing of a child or young person may be compromised and has a duty to report this to ensure the appropriate supports can be put in place to safeguard a child or young person. In order to fulfil this responsibility it is essential that the full workforce, paid and unpaid, have an understanding of what impacts the wellbeing of children and young people, and how this affects their development.

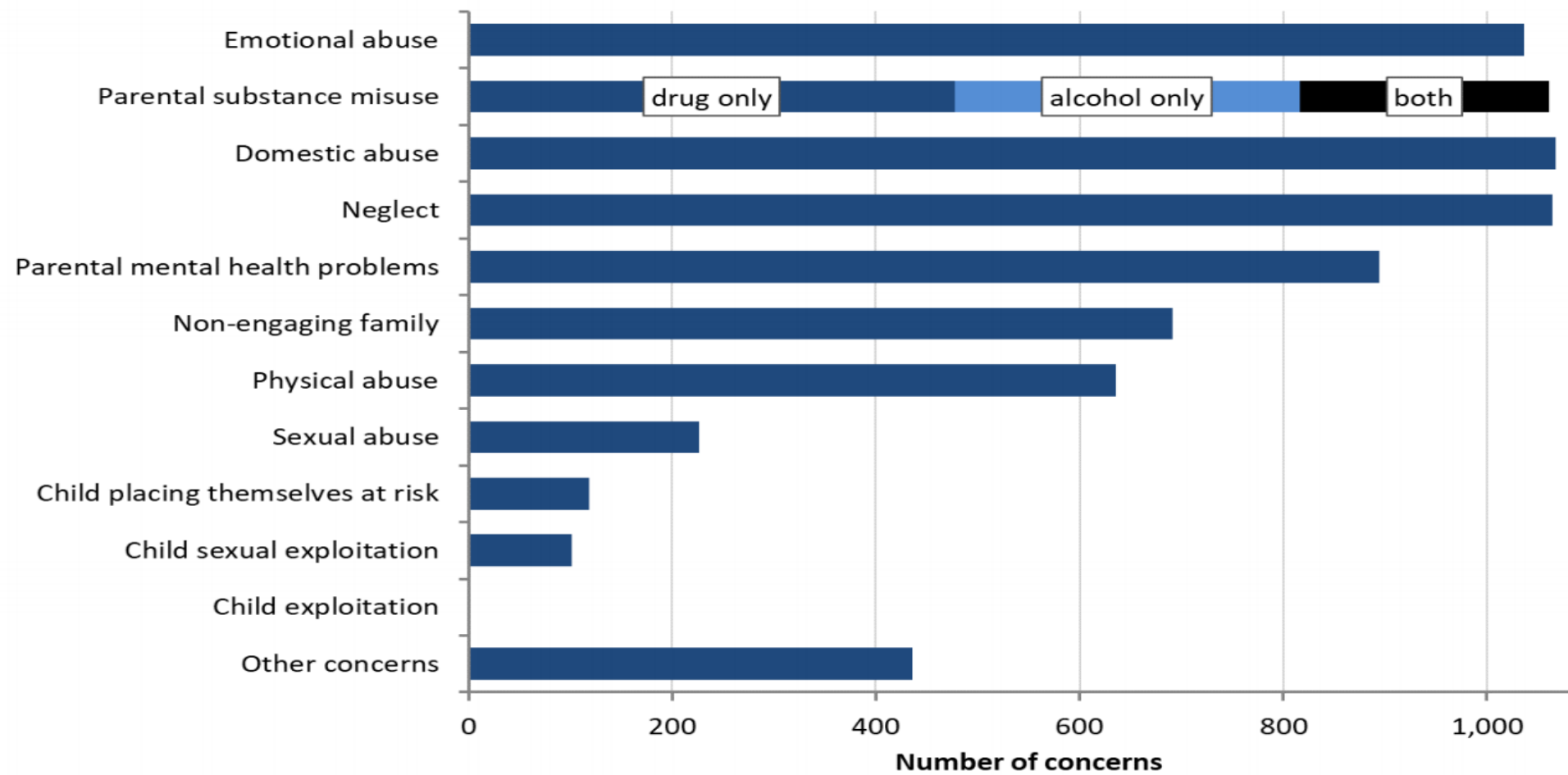


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What impacts the wellbeing of children and young people?

A child or young person's wellbeing is influenced by everything around them, including their parents and carers, extended family, community and those who teach, support and protect children and young people. Children and young people have different needs at different times in their life; understanding how this can affect their wellbeing and providing the right support at the right time helps them grow and develop to reach their full potential.

Chart 4: Concerns identified at the case conferences of children who were on the child protection register, 2019

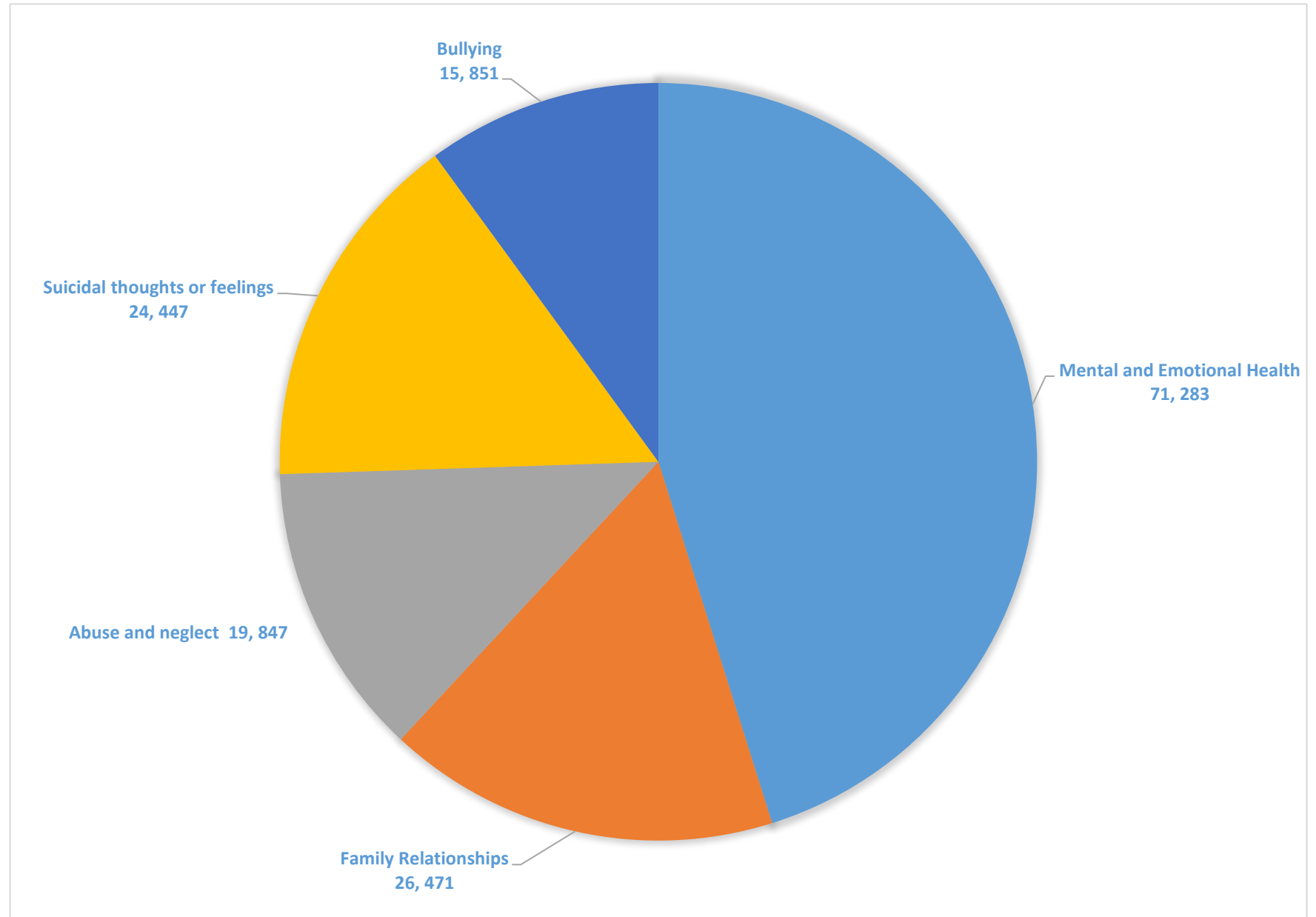


As of the 31st July 2019, 2599 children and young people were subject to child protection registration in Scotland. This graph outlines the concerns identified for children and young people who were on the child protection register.



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In 2018/19 Childline provided over 250, 000 counselling sessions to children and young people across the UK, **some** of the most prevalent concerns for children and young people making contact with the service is illustrated in this pie chart:



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Why is this relevant to the workforce?

The most prevailing issues affecting children and young people cuts across all aspects their wellbeing, and can have a direct impact on them achieving their full potential, whether this be within or out-with football. Research in recent years has shed light on the impact adverse childhood experiences can have on both the long term and short term health and development of children and young people, including their emotional and physical health. This diagram illustrates the various forms of adverse childhood experiences that a child or young person can experience, which research informs us is prevalent throughout society and therefore in football also.



The more adverse experiences children and young people have the more likely they are to experience poor physical, social and educational outcomes. This can result in children, young people, and even adults, experiencing difficulties with tasks such as:

- Learning, retaining information and following instruction
- Communication
- Emotional regulation
- Building and maintaining healthy and positive relationships with their peers and other adults



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A key factor that can help children and young people overcome and reduce the impact of adversity is the development of resilience. Resilience can be described as the ability to bounce back and achieve positive outcomes despite the presence of adversity or trauma. The most prevailing factor in the lives of children and young people who develop resilience is the presence of a least one stable and committed relationship with a supportive adult. For many children and young people this role will naturally be undertaken by a parent or carer, or an extended family member. However for some children and young people it could be someone out with family and instead could be their teacher or even their football coach. It is important that we understand how significant the relationships we have with children and young people can be and the lasting imprint this can leave in their lives.



Knowing the children and young people you work with, and the wider world in which they live in, can greatly inform and enhance how you work, communicate and engage with them. This in turn increases the likelihood that football will be a fun and positive experience where all children and young people can thrive and reach their potential.

This framework has been designed to increase the broader understanding of child wellbeing and protection and to ensure staff and volunteers are firstly able to safeguard children and young people within Scottish football, ensuring that they do not experience any form of harm within the game, and, appropriate action is taken if there are any concerns about the wellbeing of a child or young person, or the conduct of an adult towards a child. However our responsibility extends beyond football and given the vast numbers of children and young people participating in football throughout Scotland, and the known prevalence of adverse childhood experiences, it is absolutely crucial that this research informs the strategic direction of child wellbeing and protection learning development for staff and volunteers across every level of Scottish football and subsequently the practice of those working directly with children and young people.



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Step 2: Understanding the organisational context

In August 2019 the Scottish Football Association launched its Child Wellbeing and Protection Strategy 2019-2024: Getting it Right for Every Child in Scottish Football (recommendation 8 of The Interim Report of the Independent Review of Sexual Abuse in Scottish Football). Developed in consultation with representatives from across Scottish Football, including the survivors of abuse, Getting it Right for Every Child in Scottish Football will shape, define and drive forward the priority areas of work for Scottish Football in the coming five years. It is a strategy for all of Scottish football which has been directly informed by the national context for child wellbeing and protection on Scotland and aims to:

- Ensure that Scottish Football is a safe and inclusive environment for all children and young people.
- Promote the rights of all children and young people and encourage their participation in matters that affect them.
- Support and develop the knowledge, skills and understanding of all staff and volunteers to ensure they are informed, confident and are aware of their responsibilities to children and young people.
- Ensure Scottish football has a robust system of monitoring compliance with wellbeing and protection standards.
- Demonstrate strong leadership, governance and ensure all staff and volunteers take responsibility for the protection of children and young people.



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VISION

Children flourish because we put their safety, wellbeing, rights and enjoyment at the heart of every level of Scottish football.

The strategy outlines the **vision** that the safety, wellbeing and rights of all children and young people should be at the heart of every level of Scottish Football. Irrespective of how a child participates, or what level they play at this should always be the paramount consideration for all adults working or volunteering in Scottish Football.

The mission is our core purpose and will help us achieve our vision. The culture in which we work sets the tone for the environment and determines accepted behaviours. We all have a responsibility to create a safe, inclusive and nurturing culture that allows all children and young people to thrive.

MISSION

Children are the priority. We lead with confidence taking responsibility to create a culture of safety and wellbeing. We empower children through active promotion of their rights.



ACCOUNTABLE



INCLUSIVE

OUR VALUES

Our values support our efforts to achieve our vision. They set the tone of our work and will be visible in our decisions and actions.

In everything we do we will be...



APPROACHABLE



EMPOWERING

Our values are the common thread that binds us together. They should underpin all that we do and be evident in all of our practice.



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Step 3: Defining knowledge and skills relevant to the workers role

There are many different roles across Scottish Football. Having a clear understanding of these roles is a useful way of establishing the responsibilities of staff/volunteers in different positions across Scottish football in the context of their roles, and what level of training will be required to ensure they have the correct skills and competencies for their role. The level of knowledge and skills required will vary from role to role; not everyone will be required to have the same level of knowledge, but instead it should be targeted, proportionate and relevant in the context of their role. Defining the knowledge, skills and competencies for specific roles was agreed in consultation with stakeholders and took into account specific recommendations from The Interim Report of the Independent Review of Sexual Abuse in Scottish Football, as well as being informed by research and evidence of what impacts the wellbeing of children and young people. Defining the knowledge and skills relevant to specific roles allows for an evaluation of the current skill set of staff and volunteers and provides an opportunity to identify any gaps in learning.

Step 4: Identifying the training needs of the workforce

A training, or learning, needs analysis is a process that allows an organisation to review its training provision and identify any current or anticipated gaps in knowledge. This can be used to determine priority areas and inform the learning and development strategy. A training needs analysis will be bespoke for the needs of each individual business but should consider:

- Strategic Objectives: Understanding the organisational context and the 'why' behind any learning.
- Learnable Capabilities: Defining the skills and competencies that people need for their role.
- Gap Assessment: What is the current level of staff skills and competencies, and what training is required to ensure staff and volunteers are competent in their role.
- Prioritise Learning and Training Need: Based on the gap assessment, what areas of learning prioritised.
- Implementation Plan: How training will be delivered, including programme design and associated costs and resources required for the implementation of the programme.
- Evaluation Criteria: How will we evaluate the work we do and evidence that training is meaningful and demonstrable impact on the attitudes, knowledge and skills of the workforce.



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There are many different techniques that can be used to contribute to the learning needs analysis, most commonly the establishment of a focus group, surveys where staff self-report from a list of capabilities, direct observations or learning gaps that have been identified from training. Training needs analyses should be adaptive and reflect any changes to the organisation or the workforce.

In order to understand gaps in learning and the training needs of staff and volunteers across Scottish football, the wellbeing and protection department will:

- Conduct annual surveys with child wellbeing and protection officers.
- Consult with children and young people to understand their experiences in football.
- Seek robust feedback from staff and volunteers through course evaluation forms.
- Form a learning and development advisory group with representatives from across Scottish football.

Step 5: Programme development

Following on from the training needs analysis a programme for learning will be delivered giving consideration to the following:

- Programme design, including how the training will be delivered i.e. classroom based or E Learning, who will deliver the training, the production of relevant training materials/resources and appointment of external training providers if necessary.
- Resources and costs associated with the programme including costs for materials, venue and catering budgets, trainer costs and expenses.

How will training opportunities be offered?

Training will be offered through a blended learning approach, a method which combines both traditional classroom courses and online courses. The Scottish Football Association will offer the workforce, both paid and unpaid, across Scottish Football a suite of comprehensive resources, electronic learning courses and a range of classroom based courses/ workshops in order to enhance practice, knowledge, skills and confidence. Classroom courses and workshops will be delivered by our trained tutors who come with a wealth of experience, or external professionals who specialise in a particular subject matter.

There are many benefits to both electronic and classroom based training, by adopting a blended learning approach we will be able to realise the benefits of both. Electronic learning allows us to reach a significantly wider target audience, however we would encourage staff and volunteers to attend classroom courses and



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workshops whenever possible to enhance your learning experience. Please see below, an outline of the benefits to the learner of both attending a classroom courses and completing learning outline.

Benefits of attending a classroom course:

- ✓ It allows the opportunity to network and build relationships with your peers from across Scottish Football.
- ✓ Group interaction enhances learning by providing opportunities to share best practice and to learn from each other.
- ✓ Delegates have the opportunity to ask questions of the trainer and benefit from their knowledge and experience.
- ✓ It provides the opportunity for greater and more in depth discussion.
- ✓ Learning in a classroom course is more focused with fewer distractions.
- ✓ A classroom course is more adaptable, exercises and scenarios can be tweaked to suit the audience.
- ✓ Provides the opportunity to challenge negative attitudes in a sensitive and constructive manner.

Benefits of E Learning:

- ✓ It can reach a wider audience, particularly for delegates who live remotely or are unable to travel.
- ✓ It can be accessed anywhere, anytime, therefore delegates are not restricted to a specific date, time and location.
- ✓ Increases user engagement.
- ✓ Ensures compliance.
- ✓ Learners can work at their own pace.
- ✓ A more bespoke and in depth range of courses and resources can be developed and offered to learners.
- ✓ Less impact on the environment due to paperless learning and no travel being required.

How we will support your learning:

- ✓ *Learner led:* We will work with staff and volunteers across Scottish Football, member clubs and affiliated national associations to identify training needs and areas of support.
- ✓ *Evidence based:* Using up to date evidence informed research we will develop courses and resources to enhance your skills and knowledge in subjects that are



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relevant to the wellbeing and protection of children and young people.

- ✓ *Flexible:* We will be flexible in our approach to learning, offering a range of courses throughout our regions at different times to accommodate learners. We will also make available a selection of useful online resources and information.
- ✓ *Adaptable:* We will endeavour to meet any specific training needs or requests by Scottish Football staff, volunteer's member clubs and affiliated national associations.
- ✓ *Partnership:* We will work collaboratively in partnership with our colleagues across all of Scottish Football to ensure a consistent approach to wellbeing and protection is adopted throughout Scottish Football.
- ✓ *Sustainability:* We will support our cohort of tutors through regular training sessions to ensure that they are informed with up to date information and research, and have the appropriate skills and knowledge to deliver training.
- ✓ *Quality assurance:* We will implement robust quality assurance processes to ensure the courses are consistently being delivered to a high standard. Course materials will be regularly reviewed and updated to reflect new research, information and any internal / external changes to policy. Delegate evaluation forms will be analysed to measure effectiveness of training.

Recognising high quality training

High quality training should have a meaningful and demonstrable impact on the attitudes, knowledge and skills of the workforce and should result in improved outcomes for the people that they work with.

Key indicators of good training:

- ✓ Training is developed around a competency framework and is evidence based.
- ✓ Training is targeted, recognises and builds on existing knowledge and skills.
- ✓ Training is delivered by trainers who have knowledge and applied experience in the areas they are training.
- ✓ Training specifies the intended learning outcomes of the course and makes clear the link between the learning outcomes, the training content and how this can be applied in practice.
- ✓ Training incorporates a range of learning approaches to promote the development of knowledge and skills of the workforce, taking into consideration individual learning styles of the workforce.
- ✓ Training is inclusive and accessible and is able to respond to cultural differences, as well as sensory, learning and language needs.



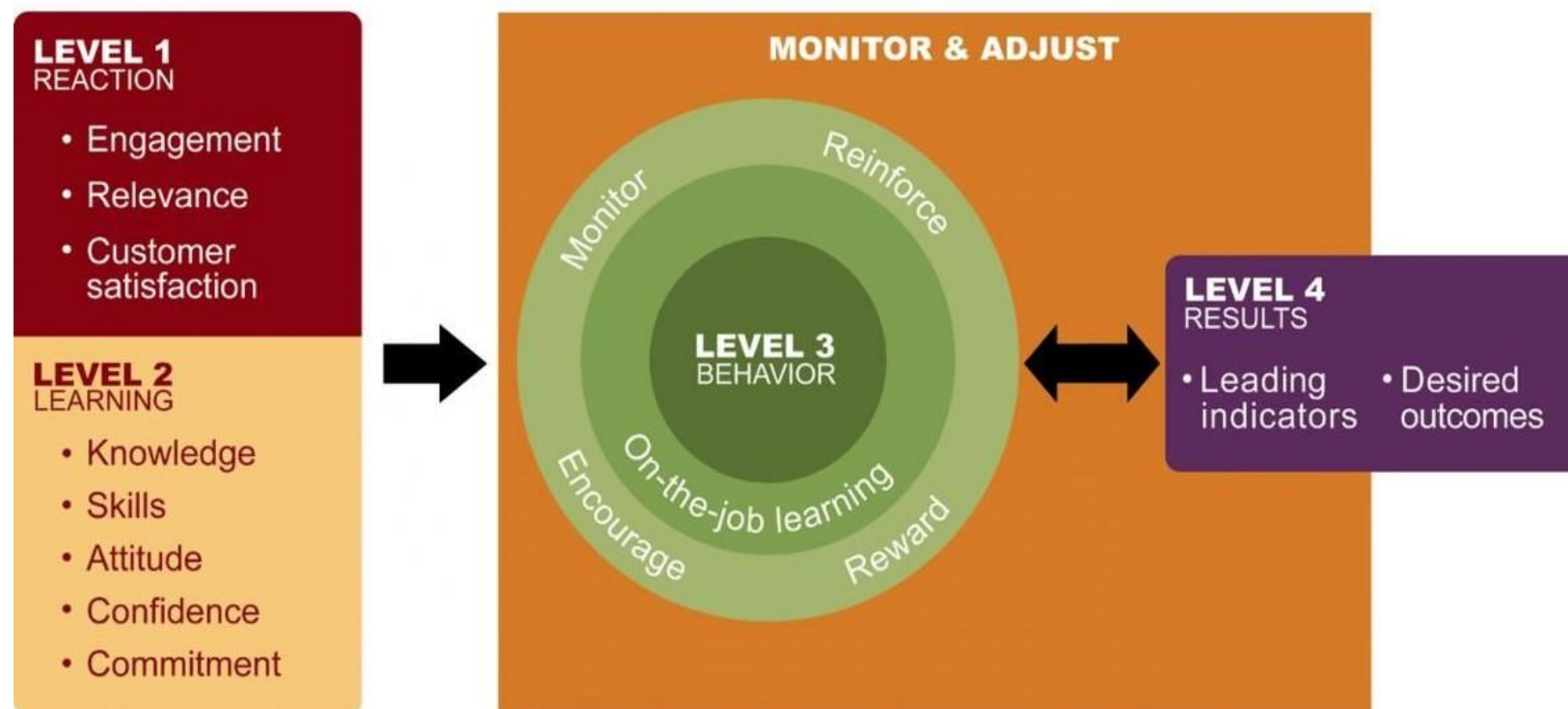
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Step 6: Reflection and evaluation

The point of providing 'training' and developing the workforce is to effect change...in understanding and in attitudes. In turn this change should bring about a change in behaviour...in other word by thinking differently people will start to act differently. It is towards a shift in what people do that training and development in Scottish football should be aimed.

Martin Henry, Interim Report of the Independent Review of Sexual Abuse in Scottish Football.

THE NEW WORLD KIRKPATRICK MODEL



When training is effective it will have a demonstrable impact on attitudes, behaviours, skills and knowledge of learners. To understand the extent to which training has met its intended outcomes and lasting change has been achieved, we must have in place a robust system of evaluation and quality assurance. Our quality assurance system provides us with the information we need to continuously improve our learning and development.

Our Learning and Development Quality Framework sets out how we measure the impact of training against the outcomes set out in the Child Wellbeing and Protection Strategy and the learning and development outcomes described in this framework. We will focus our evaluation of training over the following areas: course content,

course delivery and learner impact. This diagram outlines the model we use to evaluate the impact of learning and whether it has met the desired outcomes. The Learning and Development Quality Framework outlines how and when we will collect evidence through the learning journey.



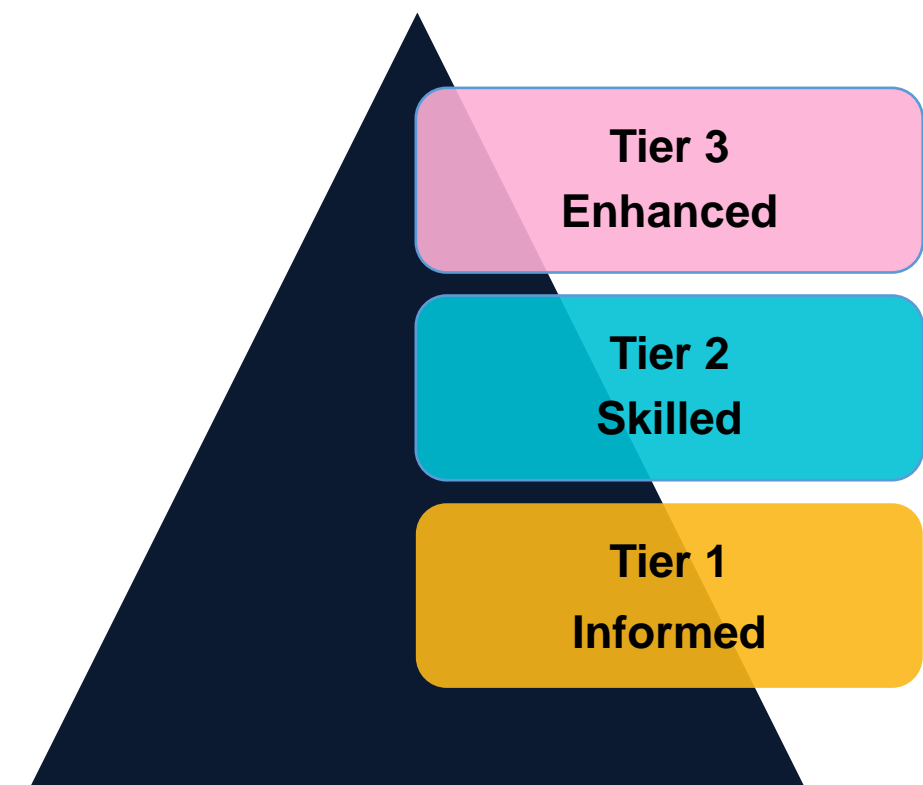
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Using this framework

There are many different roles across Scottish, each with different responsibilities, functions and with varying levels of contact with children and young people. The Interim Report of the Independent Review of Sexual Abuse in Scottish Football outlined the need for training to be delivered in a more comprehensive, targeted and proportionate manner to ensure that each member of staff or volunteer has the necessary skills and competencies relevant to their role, and has confidence carrying out the tasks associated with their role. Different roles across the game will require a more in depth understanding of child wellbeing and protection, in comparison to other roles, and therefore will require a greater input.

Given the breadth and depth of roles across Scottish football, and how these roles can differ from club to club, the skills and competencies framework has not been characterised by job role, but rather by the tasks, responsibilities and the level of contact with children and young people.

Three practice levels have been identified; **Informed**, **Skilled** and **Enhanced**. Each level builds on the previous, and describes the expected knowledge, skills and behaviours specific to workers in each level as illustrated in the diagram below. Rather than being hierarchical, it is a tiered approach and as previously outlined reflects the tasks and responsibilities in the context of specific job roles, it does not reflect the position or seniority of individuals within a club, league or association. For example a club chairman who has no direct contact with children and young people, nor do they oversee any specific delegated child wellbeing and protection responsibilities may only be required to be educated to an informed level, whilst a coach working directly with children and young people on a regular basis should be educated to a skilled level. A child wellbeing and protection officer, who may or may not work directly with children and young people on a regular basis, but has designated responsibility for child wellbeing and protection would align with the enhanced practice level.



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Below you will find an outline of each of the levels and example roles for each level. The list of example job roles is not exhaustive, it is guide. We do recognise there may be other jobs and volunteer positions that are not mentioned. By reading the description, and by looking at other example job roles within that description, members of staff and volunteers will be able to align themselves with the correct level.

Tier 1: Informed

The informed level describes the baseline knowledge, skills and competencies required by the **whole workforce**, paid and unpaid, parents, carers, and children and young people.

This is applicable to all staff and volunteers, including those who **do not** have direct contact with children and young people, including administrative staff and event and match day.

Tier 2: Skilled

The skilled level describes the knowledge, skills and competencies required by those directly working or volunteering with children and young people under the age of 18. Example roles include:

- Football coach
- Assistant coach
- Youth team managers
- Intermediaries
- Medical staff (First aiders, club doctors, physios).
- Chaplains
- Travelling support staff.

Tier 3: Enhanced

The enhanced level describes the knowledge, skills and competencies required by those with designated wellbeing and protection responsibilities, and by those involved in the teaching of staff and volunteers. Example roles include:

- Child Wellbeing and Protection Officers
- Wellbeing and protection tutors
- Scottish Football Association Wellbeing and Protection team.



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Knowledge, skills and competencies framework

The framework is intended to identify the knowledge, skills and competencies that staff and volunteers should have at each level, it is not a list of training courses. A lot of what has been identified in framework will already be covered in the current training provision, and therefore does not mean that there will be an increase in mandatory courses. The current minimum standards within Scottish football state that all persons working, or conducting voluntary work, with children and young people under the age of 18 must complete ***Children's Wellbeing in Scottish Football***, either online **or** by attending a classroom based workshop. Child Wellbeing and Protection Officers are required to complete the ***Children's Wellbeing in Scottish Football*** and the ***Managing Children's Wellbeing***. Child Wellbeing and Protection officers must complete both courses by attending a classroom based workshop.

Additional courses will be available, either via a classroom based workshop or an online learning course, it will be **recommended** that staff and volunteers attend these where possible if they are appropriate to your identified practice level.

Identifying your practice level

All staff, volunteers, parents, carers and children and young people should be educated to an **informed level** as a minimum, this is the baseline level of knowledge that is expected. Staff and volunteers who work directly with children and young people, or have designated child wellbeing and protection responsibilities are expected to build on this baseline knowledge in line with your role. If your practice level is skilled or enhanced then you will have accumulated the knowledge from the previous levels.

Thereafter if you are unsure about your practice level these simple questions will help you identify your correct level:

- Do you have direct contact with children and young people?
- Do you coach children and young people?
- Do you travel on trips, home or abroad, with children and young people?
- Do you provide guidance, support and/or counselling to children and young people?
- Do you provide a medical service to children and young people?
- Do you attend football matches, observe and provide feedback to clubs or organisations on the performance players under the age of 18?



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- Do you represent or provide information and guidance on signing contracts to children and young people under the age of 18?

If you answered yes to any of these questions your practice level is **skilled**. You should attend or complete online learning and make use of online resources that allows you to gain the knowledge and skills identified in the outcomes framework.

- Do you have designated Child Wellbeing and Protection responsibilities?
- Do you manage or oversee concerns about the wellbeing or safety of children and young people, or the conduct of an adult towards children and young people?
- Do you oversee the implementation of Child Wellbeing and Protection policies in your club or organisation?
- Do you implement or support the implementation and review of appropriate safeguarding measures at your club or organisation?
- Do you ensure, or support, the safe appointment and selection of staff and volunteers at your club or association?
- Do you deliver Child Wellbeing and Protection training to staff and volunteers across Scottish Football?
- Do you offer Wellbeing and Protection advice, guidance, education and support to clubs and/or associations?

If you answered yes to any of these questions your practice level is **enhanced**. You should attend or complete online learning and make use of online resources that allows you to gain the knowledge and skills identified in the outcomes framework.



NOTHING
MATTERS
MORE



Knowledge, skills and competencies framework

Tier 1 - Informed

Tier 2 - Skilled

Tier 3 - Enhanced




Tier 1: Informed

(Children and young people.)

Strategic outcome(s).	Learning and development outcome.	What children and young people know (Knowledge).	What children and young people can do (Competencies / skills/ ability).
1, 2 and 3	Children and young people have an improved understanding of how their wellbeing and safety is promoted, and their rights are respected within Scottish Football.	<ul style="list-style-type: none"> • Children and young people know the safeguarding measures that their club will have in place to promote their wellbeing. • Children and young people know who their club's child wellbeing and protection officer is, what their role is and how they can contact them. • Children and young people understand what their rights are and where they can access information on their rights. • Children and young people know where they can get help, support and advice from if they need it. • Children and young people know what to do if they are worried about something and how this will be managed by their club. • Children and young people know what the expected standards and behaviour of all adults working or volunteering in Scottish football are. • Children and young people understand the standards and behaviour that is expected of them, for example not displaying bullying behaviour, discipline, and language. • Children and young people have accurate and accessible information on player development pathways and player registration. • Children and young people have an understanding of the role of scouts and intermediaries and know the basic guidelines they should follow for communicating with and representing them. 	<ul style="list-style-type: none"> • Children and young people can take part in football in a safe and inclusive environment. • Children and young people can talk to a trusted adult if they are experiencing any type of abuse or bullying, or if they are worried about the conduct of anyone towards them. • Children and young people can access lawful and age appropriate information, including information on their rights. • Children and young people can talk to a trusted adult at their club if are worried or concerned about something, either within or out-with football. • Children and young people can access help, support and advice from other trusted adults or agencies if they have any worries or concerns, for example e.g. parents, carers, teachers or Childline. • Children and young people can ask for and receive extra help and support when they need it. • Children and young people can have a say on matters that affect them and are confident in saying what they think should or shouldn't happen. • Children and young people can participate in their club in a manner that is appropriate to their age and stage of development. • Children and young people display appropriate behaviours and language in the club and show respect towards everyone involved in the game including match officials and the opposition team. • Children and young people can report any improper conduct or contact from scouts and/or intermediaries.


Tier 1: Informed

(Children and young people.)

Strategic outcome(s).	Learning and development outcome.	What children and young people know (Knowledge).	What children and young people can do (Competencies / skills/ ability).
1, 2 and 3	Children and young people have an improved understanding of safe internet and social media use.	<ul style="list-style-type: none"> • Children and young people understand the privacy settings on their social media account(s). • Children and young people know how to use the internet and their social media accounts safely and responsibly. • Children and young people understand the standards expected of them by their club and understand the consequences of inappropriate social media use. • Children and young people know how the club will use ICT and social media to communicate with them. • Children and young people know how the club will use the internet and social media to promote football activities and celebrate achievements. • Children and young people understand that not all of the information they access on the internet is reliable. • Children and young people have an understanding of how social media use can affect their mental health, both positively and negatively. • Children and young people know how to stay safe online and are alert to the potential risks of online bullying and abuse. • Children and young people know who they can contact if they are worried about something that has happened online. 	<ul style="list-style-type: none"> • Children and young people will have the appropriate security settings on their social media accounts. • Children and young people can access information and guidance that can support them to use the internet and their social media accounts in a safe and responsible manner. • Children and young people can communicate in a safe manner with staff, volunteers and other young people from their club. • Children and young people can access reliable information online and can recognise content that is inappropriate and/or harmful. • Children and young people will not post, like or share inappropriate or harmful content on their social media accounts. • Children and young people can talk to a trusted adult if they are worried about something that has happened online. • Children and young people can make a report if they have been contacted online by someone unknown to them. <div style="text-align: right; margin-top: 20px;">    </div>

Tier 1: Informed

(Children and young people.)

Strategic outcome(s).	Learning and development outcome.	What children and young people know (Knowledge).	What children and young people can do (Competencies / skills/ ability).
1, 2 and 3	Children and young people have an improved understanding of their mental health and wellbeing.	<ul style="list-style-type: none"> • Children and young people understand what is meant by the term “mental health and wellbeing” • Children and young people know where they can access information on mental health and wellbeing. • Children and young people understand their emotions and feelings and know what can affect their mental health and wellbeing. • Children and young people understand how football can impact their mental health and wellbeing. • Children and young people know how to support and promote their own mental health and wellbeing. • Children and young people know who they can talk to if they are worried about how they are feeling, or if they are worried about someone else’s wellbeing. 	<ul style="list-style-type: none"> • Children and young people can talk about their mental health and wellbeing and how they are feeling. • Children and young people can access information, support and guidance on mental health and wellbeing. • Children and young people can talk to a trusted adult if they are worried about how they are feeling or about how someone else is feeling. • Children and young people can regulate and manage their emotions including in times of stress. • Children and young people can take steps to improve their mental health and wellbeing. 

Tier 1: Informed

(Parents and carers.)

Strategic outcome(s).	Learning and development outcome.	What parents and carers know (Knowledge).	What parents and carers can do (Competencies / skills/ ability).
1, 2 and 3	Parents and carers have an improved understanding of wellbeing and protection in Scottish Football, including how their child or young person will be kept safe and their own responsibilities.	<ul style="list-style-type: none"> • Parents and carers have an understanding of the Child Wellbeing and Protection policy. • Parents and carers know the safeguarding measures that are in place to promote the wellbeing of all children and young people. • Parents and carers know who the club's Child Wellbeing and Protection Officer is, what their role is and how they can contact them. • Parents and carers know how to raise a concern or a complaint and understand how this will be managed by the club. • Parents and carers know how to escalate matters if they are unhappy with the outcome of any concern or complaints raised at the club. • Parents and carers know how the club will communicate with them and their child in a safe and appropriate manner. • Parents and carers know what the expected standards and behaviours of all adults working or volunteering in Scottish football are. • Parents and carers understand the expected standards and behaviours expected of them in supporting their child to participate in football. • Parents and carers have an understanding of player registration for children and young people under the age of 18. • Parents and carers know the roles of scouts and intermediaries and understand the basic guidelines they should follow with regards to communicating with, or representing children and young people. 	<ul style="list-style-type: none"> • Parents and carers can access the clubs Child Wellbeing and Protection policy and demonstrate their understanding of it. • Parents and carers can raise a concern if they are worried about the wellbeing or protection of a child or young person, or the conduct of another adult towards a child or young person. • Parents and carers can raise a complaint with the club if they are unhappy about a matter within the club. • Parents and carers can ask appropriate questions about what measures are in place to ensure that the club operates within a safe environment. • Parents and carers will sign the relevant consent forms required by the club, for example safe use of images, trips away etc. • Parents and carers can inform the club of relevant information regarding their child, e.g. emergency contact details, allergies, medical conditions, existing injuries etc. • Parents and carers can communicate with the club and can support safe and effective communication between the club and their child or young person. • Parents and carers display appropriate behaviours during matches, showing respect to all players, staff and volunteers, including the opposition team and match officials. • Parents and carers have realistic expectations of their child and will not place them under excessive and unreasonable pressure to win or succeed. • Parents and carers can report any inappropriate conduct of a scout or intermediary towards their child or young person.

Tier 1: Informed

(All adults working or volunteering in Scottish Football.)

Strategic outcome(s).	Learning and development outcome.	What staff and volunteers know (Knowledge).	What staff and volunteers can do (Competencies / skills/ ability).
1,3	Staff and volunteers have an improved understanding of child wellbeing and protection and are confident in their role and responsibilities.	<ul style="list-style-type: none"> • Staff and volunteers know how to access their club’s Child Wellbeing and Protection policy and the expected Standards of all adults working or volunteering with children and young people. • Staff and volunteers have an understanding of Scottish Football’s Child Wellbeing and Protection Strategy 2019-2024: Getting it Right for Every Child in Scottish Football. • Staff and volunteers understand that their values, attitude and behaviour contributes to the culture of Scottish football. • Staff and volunteers know their role and responsibilities to safeguard and promote the wellbeing of child and young people. • Staff and volunteers know the role and responsibilities of the child wellbeing and protection officer / team. • Staff and volunteers have an understanding of Children’s Rights and the United Nations Convention on the Rights of the Child. • Staff and volunteers understand Getting it Right for Every Child and know the wellbeing indicators for children and young in Scotland. • Staff and volunteers know the definition of child protection • Staff and volunteers know the different types of abuse that a child or young person might experience. • Staff and volunteers know the indicators of different types of abuse and can recognise how they might present in a child or young person. 	<ul style="list-style-type: none"> • Staff and volunteers can access and demonstrate their understanding of their club or Scottish football’s Child Wellbeing and Protection policy and procedures. • Staff and volunteers will put the best interests of the child or young person central to all that they do. • Staff and volunteers display appropriate behaviours and language in line with the standards outlined in the Child Wellbeing and Protection policy. • Staff and volunteers demonstrate the wellbeing and protection values at all times. • Staff and volunteers can report the misconduct of any member of staff or volunteer in line with the whistleblowing policy. • Staff and volunteers can report a concern about the wellbeing of a child or young person or the conduct of an adult towards a child or young person to the child wellbeing and protection officer / team. • Staff and volunteers can take appropriate action if there is an immediate risk to a child or young person. • Staff and volunteers can demonstrate a children’s rights based approach in the context of their role. • Staff and volunteers can implement effective measures to safeguard and promote the wellbeing of children and young people in line with their specific job role and responsibility. • Staff and volunteers can name different types of child abuse and can recognise when the wellbeing of a child or young person may be compromised as a result of abuse.

Tier 2: Skilled

(Example roles: Coaches, intermediaries, medical staff (physios, first aiders), chaplains and match officials etc.)

Strategic outcome(s).	Learning and development outcome.	What staff and volunteers know (Knowledge).	What staff and volunteers can do (Competencies / skills/ ability).
1, 3, 5	Staff and volunteers have a greater understanding of how to create a safe, nurturing and inclusive environment for all children and young people in Scottish Football.	<ul style="list-style-type: none"> • Staff and volunteers understand that the values and behaviours demonstrated by both themselves and others at the club can directly impact on the culture that exists within a club. • Staff and volunteers know what behaviours and actions can help to promote a positive culture within their club and create a safe and inclusive environment for all children and young people. • Staff and volunteers know the parallels that exist between a negative culture and an environment where abuse and bad practice can thrive, leading to the wellbeing of children and young people being compromised. • Staff and volunteers know how to communicate effectively with children and young people and build safe, positive relationships. • Staff and volunteers understand the importance of continuous professional development to improve their understanding of working with children and young people. • Staff and volunteers understand the bystander approach and how this applies to their role in Scottish Football. • Staff and volunteers know the definition of <i>a position of trust</i> in Scottish Football and are aware of the influence they can potentially have over children and young people. • Staff and volunteers know the different ways in which abuse in sport can take place. • Staff and volunteers know how bad practice can occur in Scottish Football. • Staff and volunteers have an understanding of the grooming process and how this can potentially occur in Scottish Football. 	<ul style="list-style-type: none"> • Staff and volunteers treat all children equally and with respect, dignity, honesty, sensitivity and fairness. • Staff and volunteers can provide a children and young person with additional support when required. • Staff and volunteers communicate effectively with children and young people and build positive relationships with children and young people. • Staff and volunteers will not cause a child or young person any harm including inflicting any type of abuse, bullying, humiliating or degrading treatment. • Staff and volunteers recognise that children and young people are individuals with different abilities. • Staff and volunteers do not put children and young people under undue or excessive pressure to win and will prioritise their wellbeing over performance and results. • Staff and volunteers respond appropriately to any concerns of bullying behaviour displayed by a child or young person. • Staff and volunteers can carry out appropriate prevention planning to ensure the safety of children and young people whilst in their care. • Staff and volunteers support children and young people to reintegrate into the club following a period of absence or to exit the club when they are leaving. • Staff and volunteers communicate and engage in an appropriate manner with parents and carers. • Staff and volunteers are able to reflect on their own practice, identifying both their strengths and areas for development.

Tier 2: Skilled

(Example roles: Coaches, intermediaries, medical staff (physios, first aiders), Chaplains, match officials etc.)

Strategic outcome(s).	Learning and development outcome.	What staff and volunteers know (Knowledge).	What staff and volunteers can do (Competencies / skills/ ability).
2, 3	Staff and volunteers have an improved understanding of children's rights and can provide opportunities for their participation in matters that affect them.	<ul style="list-style-type: none"> • Staff and volunteers know what is meant by the term "rights." • Staff and volunteers understand that all children and young people have rights without discrimination. • Staff and volunteers know the national context of Children's Rights in Scotland, including how they are part of the law. • Staff and volunteers know how to respect and promote the rights of children and young people in Scottish Football and understand the benefits of doing so. • Staff and volunteers know the different ways that children and young people can participate in matters that affect them. • Staff and volunteers know how to promote children and young people's participation. • Staff and volunteers understand the importance of children and young people being active partners in matters that affect them. • Staff and volunteers know the barriers that can prevent a child or young person from participating or having their say in matters that affect them. 	<ul style="list-style-type: none"> • Staff and volunteers can provide children and young people with lawful and accessible information on their rights. • Staff and volunteers will actively listen to children and young people and provide a variety of ways and opportunities for children and young people to express their views that is in line with their age and stage of development. • Staff and volunteers will support children and young people to be involved in decisions affecting them. • Staff and volunteers will facilitate ways in which children and young people can be actively involved in their club and share in decision making. • Staff and volunteers will make all reasonable and practical adaptations to their environment and to their practice to ensure that children and young people with a physical and/or a learning disability are able to participate. • Staff and volunteers respect the rights of all children and young people to practice their own faith, religion and customs. • Staff and volunteers respect the rights of all children and young people without discrimination irrespective of their gender, sexuality, ethnicity, religion and/or ability. • Staff and volunteers will reflect on and remove possible barriers that prevent children and young people from participating and having their say on matters that affect them. <div data-bbox="2270 1627 2448 1795" style="text-align: right;"> </div>

Tier 2: Skilled

(Example roles: Coaches, intermediaries, medical staff (physios, first aiders), Chaplains, match officials etc.)

Strategic outcome(s).	Learning and development outcome.	What staff and volunteers know (Knowledge).	What staff and volunteers can do (Competencies / skills/ ability).
3	Staff and volunteers have improved knowledge on the different ways in which children and young people can come to harm and the impact any form of maltreatment can have on their development.	<ul style="list-style-type: none"> • Staff and volunteers have an understanding of how children and young people grow and develop and what they need from those around them to ensure they reach their full potential. • Staff and volunteers know the different ways children and young people can experience harm and what the most prevalent risks to children and young people are in Scotland. • Staff and volunteers understand the factors or circumstances that can potentially increase the vulnerability of abuse for some children and young people. • Staff and volunteers know the definition of Adverse Childhood Experiences and understand the negative impact on the development of children and young people. • Staff and volunteers understand how Adverse Childhood Experiences can affect children and young people's participation in Scottish Football. • Staff and volunteers know how children and young people use the internet and social media, for example communicating, streaming and gaming. • Staff and volunteers understand the benefits for children and young people using the internet and social media. • Staff and volunteers know the risks for children and young people using the internet and social media, including exposure to inappropriate content, bullying, grooming and sexual abuse. • Staff and volunteers understand what is meant by the terms "digital tattoo" and "digital resilience" and know how to support children and young people to make responsible decisions with their online use. 	<ul style="list-style-type: none"> • Staff and volunteers recognise indicators of adverse childhood experiences and its impact, particularly "indirect" indications such as signs of neglect, physical harm or changes in behaviour. • Staff and volunteers coach from a trauma informed point of view, taking into account how children learn and develop can be impaired by the presence of adverse childhood experiences. • Staff and volunteers communicate effectively with children and young people. • Staff and volunteers create a safe environment by offering children and young people clear boundaries, consistency and predictability in their practice. • Staff and volunteers can identify: <ul style="list-style-type: none"> - Situations or experiences that a child or young person may find difficult and provide additional support. - Verbal and non-verbal cues that indicate that a child or young person may be experiencing distress and respond appropriately. • Staff and volunteers adopt a trauma informed approach when responding to any behaviour that challenges displayed by children and young people. • Staff and volunteers can promote safe and responsible use of social media and ICT amongst children and young people and are able to respond to any concerns of inappropriate social media and ICT use. • Staff and volunteers can recognise and respond to any risks to the safety of children and young people or any concerns of inappropriate social media and ICT use.

Tier 2: Skilled

(Example roles: Coaches, intermediaries, medical staff (physios, first aiders), Chaplains, match officials etc.)

Strategic outcome(s).	Learning and development outcome.	What staff and volunteers know (Knowledge).	What staff and volunteers can do (Competencies / skills/ ability).
1, 3	Staff and volunteers have a greater understanding of children and young people's mental health and wellbeing and how to promote positive mental fitness.	<ul style="list-style-type: none"> • Staff and volunteers understand what is meant by the terms mental health and mental fitness. • Staff and volunteers know the most prevalent mental health conditions that can affect children and young people and the associated difficulties that can arise from these conditions. • Staff and volunteers have an understanding of what factors can potentially have a negative impact on a child or young person's mental health and wellbeing. • Staff and volunteers know some of the different ways a child or young person may self-harm, and how to respond to this in a safe and appropriate manner. • Staff and volunteers know how to respond to a child or young person displaying thoughts of suicide. • Staff and volunteers understand the impact stigma and discrimination can have on children and young people who are experiencing mental health difficulties. • Staff and volunteers have an understanding of how a child or young person can recover from mental illness, and the role that football can play in building mental fitness and resilience. • Staff and volunteers have a knowledge of external agencies and the roles and responsibilities of professionals supporting children and young people with mental health difficulties. 	<ul style="list-style-type: none"> • Staff and volunteers create a culture of openness by talking about mental health and being supportive of each other. • Staff and volunteers recognise how mental health difficulties might present in children and young people. • Staff and volunteers can recognise when a child or young person's poor mental health is increasing the risk to self and/or others and can take appropriate action to reduce the risk of harm. • Staff and volunteers can recognise if there is an immediate risk to a child or young person's safety and can respond by taking prompt and appropriate action. • Staff and volunteers can initiate conversations with children and young people and are able to ask appropriate questions to establish necessary information relating to any concerns they may have about the wellbeing or safety of a child or young person. • Staff and volunteers can provide children and young people with information on practical measures that they can do themselves to build resilience and positive mental fitness. • Staff and volunteers can provide children and young people with information on organisations and helplines where they can get information and support. • Staff and volunteers encourage children and young people who are experiencing difficulties with their mental health to talk to a trusted adult, such as their parent or carer and to seek support from their GP. • Staff and volunteers can recognise and challenge any acts of discrimination against a child or young person who is experiencing mental health difficulties.


Tier 3: Enhanced

(Example roles: Child Wellbeing and Protection Officers, Scottish FA Wellbeing and Protection team and tutors.

Strategic outcome(s).	Learning and development outcome.	What staff and volunteers know (Knowledge).	What staff and volunteers can do (Competencies / skills/ ability).
1, 3, 4, 5	Child Wellbeing and Protection Officers (CWPOs) have an improved understanding of their role and are confident in carrying out their duties.	<ul style="list-style-type: none"> • CWPO's have a clear understanding of their role and responsibilities as a Child Wellbeing and Protection Officer. • CWPO's know the role and responsibility of the Scottish Football Association in ensuring that football is a safe and inclusive environment for all children and young people. • CWPO's have an awareness of the minimum Standards for Child Wellbeing and Protection • CWPO's know the responsibility that their club or association has to implement appropriate safeguarding measures to ensure the safety and wellbeing of all children and young people. • CWPO's know how to safely recruit, or support the recruitment of new members of staff and volunteers in accordance with the Protecting Vulnerable Groups (PVG) Scheme • CWPO's know how to respond to concerns raised about the wellbeing or safety of a child or young person and/or the conduct of adult towards a child or young person. • CWPO's have an understanding of the guidance for the match day protocol and experience for children and young people at your club. • CWPO's have an understanding of their club's disciplinary processes in cases of staff/volunteer misconduct. • CWPO's have an awareness of the General Data Protection Regulation. • CWPO's have a clear understanding of the roles and responsibilities of other professionals and agencies who may work with children and young people within and outside of football. • CWPO's have an understanding of core legislation, government guidance and the national framework for child wellbeing and protection in Scotland 	<ul style="list-style-type: none"> • CWPO's can embed Scottish Football's Child Wellbeing and Protection policies throughout the club and display the wellbeing and protection values at all times. • CWPO's can ensure, or support, the safe appointment and selection of staff and volunteers into roles within the club following safe recruitment guidelines. • CWPO's can investigate any concerns raised about the wellbeing of a child, or the conduct of any adult towards a child in a timely and appropriate manner. • CWPO's can share relevant and proportionate information with external agencies when there is a concern about the wellbeing or safety of a child or young person. • CWPO's can input into their club disciplinary process when there are concerns about the conduct of a member of staff or volunteer, and when required can make referrals to the appropriate agencies, for example Disclosure Scotland or Police Scotland. • CWPO's can work within the boundaries of their role, seeking support from external agencies, the governing body or Affiliated National Association when necessary. • CWPO's can maintain and retain accurate records of the children and young people at their club in line within GDPR. • CWPO's can carry out the required tasks to ensure their club meets the minimum standards for child wellbeing and protection, for example the upkeep of training and recruitment records. • CWPO's can implement measures appropriate to their club that ensure children and young people enjoy a safe and positive match day experience. • CWPO's can develop and maintain positive relationships with their club's board/committee and ensure children's wellbeing is a standing agenda item.

Tier 3: Enhanced

(Example roles: Child Wellbeing and Protection Officers, Scottish FA Wellbeing and Protection team and tutors.)

Strategic outcome(s).	Learning and development outcome.	What staff and volunteers know (Knowledge).	What staff and volunteers can do (Competencies / skills/ ability).
3, 4, 5	Wellbeing and Protection tutors have a clear understanding of their role in communicating knowledge, skills and competencies	<ul style="list-style-type: none"> Wellbeing and protection tutors have a clear understanding of the structure of Scottish football, and the different roles and responsibilities that exist across every level of the game. Wellbeing and protection tutors understand the role, function and responsibility of the wellbeing and protection team within the Scottish Football Association. Wellbeing and protection tutors know the reporting structures within Scottish Football for concerns about the safety of a child or young person, or the conduct of an adult towards a child or young person. Wellbeing and protection tutors know how to respond to and report any safeguarding issues that may arise in training. Wellbeing and protection tutors know how to deliver effective training and have an understanding of individual learning styles. Wellbeing and protection tutors are clear on the importance of delivering high quality child wellbeing and protection training to staff and volunteers across Scottish Football. Wellbeing and protection tutors understand the importance of their own continued professional development in order to advance their own knowledge and understanding of child wellbeing and protection. Wellbeing and protection tutors have an understanding of best practice and poor practice within a football setting. Wellbeing and protection tutors are able to sensitively challenge negative and inappropriate views they encounter during training. 	<ul style="list-style-type: none"> Wellbeing and protection tutors can build and maintain a positive relationship with the wellbeing and protection team. Wellbeing and protection tutors can deliver effective training, taking into consideration the different learning needs and styles of participants. Wellbeing and protection tutors can report any concerns about a child, young person or the conduct of an adult towards a child. Wellbeing and protection tutors can reflect on their delivery of training, and can identify both their strengths and areas for development. Wellbeing and protection tutors can identify their own learning needs and can attend and contribute to tutor in service days to further develop their knowledge and understanding of child wellbeing and protection. Wellbeing and protection tutors can signpost participants to where they can access further support and information if necessary. Wellbeing and protection tutors will display the wellbeing and protection values and can respectfully challenge and report negative and inappropriate values and attitudes. 

Tier 3: Enhanced

(Example roles: Child Wellbeing and Protection Officers, Scottish FA Wellbeing and Protection team and tutors.)

Strategic outcome(s).	Learning and development outcome.	What staff and volunteers know (Knowledge).	What staff and volunteers can do (Competencies / skills/ ability).
1,2,3,4,5	The wellbeing and protection team have an improved understanding of their role in supporting Scottish Football to safeguard and promote the wellbeing of children and young people.	<ul style="list-style-type: none"> • The wellbeing and protection team know the importance of building positive relationships and working in partnership with our colleagues across every level of Scottish Football. • The wellbeing and protection team know the importance of networking, consultation and building positive relationships with external stakeholders and agencies to continually improve our work. • The wellbeing and protection team have a clear understanding of active implementation and know how to effectively introduce new policies, processes and strategies across Scottish Football. • The wellbeing and protection team have clear knowledge on how to implement robust quality assurance processes across every level of Scottish Football. • The wellbeing and protection team have an extensive understanding of children’s wellbeing and protection and the ways in which children and young people can come to harm. • The wellbeing and protection team have a clear understanding of the national child wellbeing and protection system in Scotland and how this applies to football. • The wellbeing and protection team know the importance of developing their own knowledge in order to continue to effectively support clubs, staff and volunteers across Scottish Football. 	<ul style="list-style-type: none"> • The wellbeing and protection team can offer advice and support to member clubs and Affiliated National Associations and Leagues. • The wellbeing and protection team can work in partnership with other departments within the Scottish Football Association. • The wellbeing and protection team can work collaboratively with internal and external stakeholders to ensure that football is a safe and inclusive environment for all who take part. • The wellbeing and protection team can respond to concerns about the wellbeing and protection of a child or the conduct of an adult or club towards a child or young person. • The wellbeing and protection team can review and implement Scottish Football’s Child Wellbeing and Protection policy across all levels of the game. • The wellbeing and protection team can support member clubs and Affiliated National Associations and Leagues to implement Scottish Football’s Child Wellbeing and Protection policy within their organisation. • The wellbeing and protection team can implement the Child Wellbeing and Protection Strategy 2019-2024, Getting it Right for Every Child in Scottish Football. • The wellbeing and protection team can implement effective and robust quality assurance processes across all levels of Scottish Football. • The wellbeing and protection team can carry out research to inform training material, guidance and support to the association, member clubs and Affiliated National Associations and Leagues. • The wellbeing and protection team can develop accessible and informative resources for parent’s, carers, children and young people, staff and volunteers across Scottish Football.