

Acute Training Solutions

Safeguarding Children - Competency Framework

Identifying Staff Groups	Including, but not limited to:
<p>ADULTS Staff Group A</p> <p>Members of this group have a responsibility to contribute to Safeguarding Adults, but do not have specific organisational responsibility or statutory authority to intervene.</p>	<ul style="list-style-type: none"> • Drivers, other transport staff • Day service staff • All support staff in health and social care settings • HR staff • Clerical and admin staff • Domestic and ancillary staff • Health and Safety Officers • Elected Members • Volunteer Befrienders • Charity trustees • All Clinical Staff - Midwives, Physiotherapists, Occupational Therapists, Pharmacists, Radiographers. • Third Sector Staff and volunteers in contact with Adults at Risk
<p>CHILDREN Staff Group A</p> <p>Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers including all clinical staff, who may be in a position to identify concerns about maltreatment, including those that may arise during the CAF process.</p>	<ul style="list-style-type: none"> • Housing staff • YOS staff • Police (other than those in specialist child protection roles) • Sports development officers • Disability specialists • Faith groups • Community youth groups • Play scheme volunteers • Clinical Health Staff (including; pharmacists, ambulance staff, dentists, audiologists, opticians, Allied Health Professionals, adult medical & nursing health staff)

Identifying Staff Groups	Including, but not limited to:
<p>ADULTS Staff Group B</p> <p>This group have considerable professional and organizational responsibility for Safeguarding Adults. They have to be able to act on concerns and contribute appropriately to local and national policies, legislation and procedures. This group needs to work within and inter- or multi-agency context.</p>	<ul style="list-style-type: none"> • Social workers • Named Nurse, Frontline managers • Integrated team managers • Health and Social Care Provider Service Managers (Safeguarding champions) • Social Worker or Care Manager who has received joint training with the Police, on adult protection • ABE Trained Investigating Officers • Residential Staff • Care Workers/Key Workers
<p>CHILDREN Staff Group B</p> <p>Members of the workforce who work predominantly with children, young people and/or their parents/ carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns</p>	<ul style="list-style-type: none"> • Paediatricians/Obstetricians • GP's • Clinical Hospital staff working in children's areas • Clinical Emergency department staff • Clinical Walk in centre staff • Third Sector staff • Youth & play workers • Early years sector • Residential staff • Children's social care • Foster carers • Child minders • Midwives • School nurses • Health visitors • Sexual health staff • Teachers • Probation staff • Sports club welfare officers • Those working with adults in areas of e.g. learning disability, mental health, alcohol and drugs • Probation staff • Paediatric Allied Health Professionals e.g. Speech Therapists, Physiotherapists, Occupational Therapists, Dieticians • Child & Adolescent Mental Health Medical & Nursing staff

Identifying Staff Groups	Including, but not limited to:
<p>ADULTS Staff Group C</p> <p>This group is responsible for ensuring the management and delivery of Safeguarding Adult services is effective and efficient. In addition they will have oversight of the development of systems, policies and procedures within their organisation to facilitate good working partnerships with allied agencies to ensure consistency in approach and quality of service.</p>	<ul style="list-style-type: none"> • Operational Managers • Heads of Assessment and Care Managers • Service Managers • Named Nurse Adult Protection
<p>CHILDREN Staff Group C</p> <p>Members of the workforce who have particular responsibilities in relation to undertaking Section 47 enquiries.</p>	<ul style="list-style-type: none"> • Health professionals including: Health Visitors, Midwives, GPs, School Nurses, Paediatricians, Forensic Medical Examiners, Children's nurses, Children's Learning Disability nurses, Child & Adolescent medical & nursing staff. • Designated Education staff with responsibility for Safeguarding • Police responsible for investigation of child abuse • Children's social care staff responsible for investigation of child abuse • Children's social care staff who work with complex cases • Social work staff with responsibility for coordinating Child in Need (Section 17) and Child Protection (Section 47) cases.
<p>ADULTS Staff Group D</p> <p>This group is responsible in ensuring their organisation is, at all levels, fully committed to Safeguarding Adults and have in place appropriate systems and resources to support this work in an intra- and inter-agency context.</p>	<ul style="list-style-type: none"> • Heads of support services • Heads of directly provided services • Heads of Assessment and Care Management Services • Lead Nurse • Director of Nursing and Midwifery
<p>CHILDREN Staff Group D</p> <p>Those with responsibility for Strategic management and Leadership of Safeguarding Services.</p>	<ul style="list-style-type: none"> • Named and designated lead professionals • Operational managers at all levels including practice supervisors, front line managers and managers of child protection units • Senior managers responsible for the strategic management of services • Members of the your Safeguarding Children Board and it's sub-groups

WSCB and SAPB competency framework				
Competence	Suggested evidence must be pertinent and proportionate to role	Evidence Presented	Date	Managers Signature
Staff Group A				
A1. Understand what safeguarding is and their role in safeguarding children, young people and adults.	<ul style="list-style-type: none"> Show clear understanding of their role in identifying and reporting concerns regarding adult abuse. Recognition of potential indicators of child/adult maltreatment, abuse and self-neglect. Treat allegations/disclosures/concerns/alerts seriously. Show understanding of and apply their organisation's policies and procedures. Understands the limits to confidentiality and shares relevant information in accordance with their responsibilities and agency procedures. Show a basic understanding of the local authority role as lead agency in safeguarding. Have a basic awareness of the role and function of Safeguarding Adults Partnership Board and your Local Safeguarding Children Board remit. 			
A2. Recognise a child, young person or adult potentially in need of safeguarding and take action	<ul style="list-style-type: none"> As appropriate to role show clear understanding of the meaning of 'Adult at Risk' as defined in your multi-agency Safeguarding Adults Procedures. Have an awareness of normal child development. Show understanding of what constitutes 'abuse'. Know the different forms of abuse and how to recognise indicators / signs of them. Demonstrate an understanding of the factors that might increase the risk of abuse. Report concerns to someone above them. Contact emergency / out of hours service services if the individual is in immediate danger. Knowledge of long term effects of maltreatment, abuse and neglect (including self-neglect) and how these can be detected and prevented. 			

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A.2. cont. Recognise a child, young person or adult potentially in need of safeguarding and take action	<ul style="list-style-type: none"> Understand the processes, legislation and guidance for looked after children including the increased needs of Looked After Children, after care services and guidance for adult safeguarding. Have core knowledge appropriate to the role of court systems and the role as a professional witness e.g. child's needs paramount principle. 			
A3. Understand the procedures for making a Safeguarding Adults Alert/Referral, or referral to Children's Social Care	<ul style="list-style-type: none"> Show understanding of what your employer's Safeguarding Adults/ Children's policies and procedures are. Know who they should contact and how to do so. Know how to make a referral Know what they have to do to ensure the individual is safe when the risk of abuse is high. Work in a manner that seeks to reduce the risk of abuse Be able to communicate safeguarding concerns effectively, commensurate with role and responsibilities. 			
A4. Understand dignity and respect when working with individuals.	<ul style="list-style-type: none"> Value individuality and be non-judgemental. Recognise the individual's right to exercise freedom of choice whilst recognising the need to safeguard. Recognise the individual's right to live in an abuse free environment. Be aware of how your values and attitude influence your understanding of the situation. Listen to individuals and allow them time to communicate any preferences, wishes and concerns. Recognise and respect individuals' cultural and religious requirements in their practice. 			

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A5. Have knowledge of policies procedures and legislation that support safeguarding children, young people or adults activity	<ul style="list-style-type: none"> • Demonstrate knowledge (commensurate with role and responsibilities) of national and local procedures and legislation that support safeguarding activity, including their organisation's policies and procedures. • Have awareness of whistleblowing / escalation procedures and confidence to use them when required. 			
Staff Group B				
B1. Demonstrate skills and knowledge to contribute effectively to the safeguarding process.	<ul style="list-style-type: none"> • Works to local and national guidance in safeguarding. • Responds to alerts / referrals in a timely manner. • Identify and reduce potential and actual risks after disclosure or an allegation has been made. • Practise effective multi-agency working e.g. convene strategy meeting. • Adhere to timescales. • Attend and contribute to investigations / meetings / information sharing. • Develop protective strategies for those who decline services • Have awareness of and confidence to use 'whistleblowing' procedure when required. • Understand the assessment of risk and capacity. • Understanding/awareness of the courts and criminal judicial systems, including the Court of Protection. • Able to contribute to inter agency assessments. • Undertake assessment of risk as required. • Effectively deliver safeguarding adults basic awareness training within their organisation (where appropriate to role). • Understand the importance of good practice in the recruitment and selection of staff and volunteers, and implement safer recruitment methods. 			

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B2. Awareness and application of a range of local and national policy and procedural frameworks when undertaking safeguarding activity.	<ul style="list-style-type: none"> Show critical understanding on the levels, thresholds or pathways of investigating in response to a 'Safeguarding referral' and the requirements of gathering initial information. Describe the purpose of a strategy meeting/discussion and how to contribute to this and any subsequent investigation plan. Describe the purpose of a Safeguarding Case Conference/Child Protection Case Conference and how to contribute to this and any subsequent protection plan. Use of appropriate forms and recording systems. Know what legislation / policy informed a specific piece of work and why. Use of alternative policy and legislation to support preventative strategies e.g. carer support for adults. Be aware and challenge if necessary organisational cultures that may lead to poor practice in Safeguarding. 			
B3. Ensure service users / carers are supported appropriately to understand safeguarding issues to maximise their decision making.	<ul style="list-style-type: none"> Work with service users to ensure they are fully aware of all options available to them and also of the preventative measures that they may be able to put in place to protect themselves from abuse Recognise service users' rights to freedom of choice and to be safeguarded. Show understanding of how abuse may affect individuals, including their decision making processes Provide information on local and national groups that may be able to provide support e.g. victim support, IMCA service and/or local carers group. Provide written and verbal information on local Safeguarding processes and how they can be accessed by service users and carers. 			

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B3. cont. Ensure service users / carers are supported appropriately to understand safeguarding issues to maximise their decision making	<ul style="list-style-type: none"> • Have knowledge of resilience factors and how these might interact with safeguarding. • Understand how policy / legislation can have the potential to be used oppressively e.g. Mental Capacity Act, Best Interest decisions may conflict with Human Rights (Article 3). • Describe the potential impact of abuse on children and young people, vulnerable adults, the staff or individuals who are alleged to have committed abuse and the informal carer who may have raised the alarm. • Recognise perpetrators of abuse may be vulnerable themselves and require support and assessment. • Actively engage with individuals who decline services and/or engage support of others to achieve this. 			
B4. Understand how best evidence is achieved.	<ul style="list-style-type: none"> • Describe why it is important to preserve evidence. • As appropriate to role, show a comprehensive and detailed knowledge of gathering, evaluating and preserving evidence. 			
B5. Understand when to use emergency systems to safeguard adults / children and young people.	<ul style="list-style-type: none"> • Use emergency services when necessary. • Contact out of hours services. • Describe when emergency protection plans may be required. • Use legislation where immediate action may be required e.g. Section 4 of the Mental Health Act, Mental Capacity Act, urgent authorisation under DoLS, Police Powers of Protection or Emergency Protection Order. 			

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B6. Maintain accurate, complete and up-to date records.	<ul style="list-style-type: none"> • Evidence of good record keeping • Evidence of protective actions and protection planning. • Evidence of monitoring of Safeguarding Alerts/Referrals within your service through observation and discussion. • Evidence of competent report writing (commensurate with role) • Evidence of appropriate information sharing, including an understanding of the issues of confidentiality and data protection • Evidence of multi-agency partnership working. • Evidence of a high standard of risk assessments and management plans. • Evidence of contemporaneous written recording. 			
B7. Demonstrate required level of skills and knowledge to undertake a Safeguarding Adults investigation or Section 47 Investigation.	<ul style="list-style-type: none"> • Show thorough knowledge and application of purpose, duties, tasks involved in Safeguarding investigations. • Plan and carry out agreed strategy to protect an adult, child or young person from abuse during and following investigation. • Understand the different roles and responsibilities of the different agencies involved in investigating allegations of abuse. 			
Staff Group C				
C1. Actively engage in supporting a positive multi-agency approach to safeguarding children, young people and adults.	<ul style="list-style-type: none"> • Demonstrate an understanding of the different roles and responsibilities of all agencies involved in safeguarding. • Show awareness of procedures and protocols and ensure they are implemented. • Demonstrate application of learning from external and internal inspections and reviews, including Serious Case Reviews, Root/Cause Analysis, Serious Untoward Incidents, Critical Incidents, in service development. • Show how multi-agency prevention and early intervention strategies are being developed and used in practice. • Challenge poor practice at an intra and inter-agency level. 			

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C2. Support the development of robust internal systems to provide consistent, high quality Safeguarding Adults /Children and Young People service.	<ul style="list-style-type: none"> • Demonstrate a clear understanding of national policy and procedures and how these relate to the development and application of local Safeguarding policy and procedures in a multi-agency context. • Carry out effective monitoring and auditing, with resulting evidence of improvement planning and implementation. • Demonstrate effective training and Continuous Professional Development activity is commissioned to support the development of Safeguarding children, young people and adults' services. • Ensure necessary policy and procedures are in place to support supervisory practice. • Ensure supervision is carried out regularly to support safeguarding activity. • Ensure supervisors are suitably trained and supported to carry out the supervisory role. • Support 'whistleblowing' policy and procedures. • Monitor safeguarding systems. • Ensure the workforce has necessary skills and knowledge to work effectively. • Ensure effective training, policy and procedures are in place to support effective risk and decision making in practice. 			
C3. Chair Safeguarding meetings and discussions.	<ul style="list-style-type: none"> • In line with local policy and procedures chair various strategy meetings where it is deemed a senior manager is most appropriate e.g. large scale inquiries or sexual offences. 			
C4. Ensure record systems are robust and fit for purpose.	<ul style="list-style-type: none"> • Implement audit and inspection regimes. • Demonstrate established systems to support good practice. • Ensure a good standard of record keeping, including minuting of safeguarding meetings. 			

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Staff Group D				
D1. Lead the development of effective policy and procedures for Safeguarding children, young people and adults' services in your organisation.	<ul style="list-style-type: none"> • Work with partner agencies to develop a consistent intra and inter agency approach to Safeguarding children, young people and adults. • Have strategic understanding of the scope of Safeguarding services across the whole organisation. • Work in partnership with a range of agencies to promote Safeguarding adult/child services. • Provide leadership for the workforce stating clear aims and objectives in safeguarding adults or children and young people. • Ensure contractual arrangements with service providers adhere to Safeguarding policy. • Can effectively communicate a proactive approach to Safeguarding Adults/ Children and Young People within your organisation. • Be able to account for your organisation's practice. • Ensure effective 'whistleblowing' systems are in place. 			
D2. Ensure plans and targets for safeguarding children, young people and adults are embedded at a strategic level across your organisation.	<ul style="list-style-type: none"> • Ensure internal audit systems are robust. • Actively engage in and have comprehensive knowledge of findings of external and internal inspections and reviews, including Serious Case Reviews, Root/Cause Analysis, Serious Untoward Incidents, Critical Incidents, in service development and how these will be implemented to support service development in your organisation. 			

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D3. Promote awareness of Safeguarding children, young people and adults systems within your organisation and outside of your organisation.	<ul style="list-style-type: none"> Publicise and promote Safeguarding policy and procedures. Identify systems and structures in place used to raise awareness of Safeguarding children, young people and adults at a local and national level. 			
D4. Develop and maintain systems to ensure the involvement of those who use your services in the evaluation and development of your Safeguarding children, young people and adults' Services.	<ul style="list-style-type: none"> Ensure service users, patients, children/young people, carers and customers are supported and involved in all aspects of activity, and that their feedback impacts upon service plans, locality action plans and the delivery of Safeguarding. Provide evidence of how service users, patients, children/young people, carers and customers are involved in Safeguarding Adults/ Children and Young People activity. 			