

## MK Together Partnership Joint Children and Adults Safeguarding Competency Framework, 2020

### Introduction

This joint Milton Keynes Competency Framework is a reference tool to assess the training, learning and developmental needs of staff. Staff groups will differ in terms of their role, place of work, level of responsibility, degree and type of contact with children and adults. This framework encourages the “think family” approach to safeguarding (the think family agenda recognises and promotes the importance of a whole family approach which is built on the principles of ‘reaching out: think family’).

This framework is based on the Adult Safeguarding Roles and Competencies for Healthcare Staff (2018)<sup>1</sup> and the Safeguarding Children and Young People: Roles and Competences for Healthcare staff (2019)<sup>2</sup> and Keeping Children Safe in Education (September 2020)<sup>3</sup>. The framework applies to both the safeguarding of children and adults at risk. The competencies set out in this framework are to be used in conjunction with the referenced documents and service-relevant legislation.

It is anticipated that each organisation will use this framework as guidance to:

- clarify the competencies required of particular staff groups depending on the type of contact they have with children/young people and adults at risk.
- enable the relevant staff to access development opportunities, including refreshing learning at their required level of competency.
- ensure that staff access learning opportunities for children/young people and adults at risk depending on the type and nature of their work.

Whilst the framework is based on the competencies for healthcare staff it has been adapted so that it applies to those working in all settings.

In addition to core safeguarding training a variety of learning and development activities could be undertaken throughout the three year period (*eg* reflective case discussion, supervision, attending a conference), for some areas service-specific training requirements might be developed which exceed those detailed in this document.

### Prevent

The Prevent Programme is designed to safeguard people in a similar way to safeguarding processes. The Counter Terrorism and Security Act 2015 introduced a duty on organisations to have due regard to the need to prevent people from being drawn into terrorism. Agencies need to ensure that staff are able to identify early signs of an individual being drawn into radicalisation. This guidance encourages all staff to ensure they are in receipt of the appropriate

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<sup>1</sup> Adult Safeguarding: Roles and Competencies for Healthcare Staff (2018). Available at <https://www.rcn.org.uk/professional-development/publications/pub-007069>

<sup>2</sup> Roles and Competences for Healthcare staff (2019). Available at <https://www.rcn.org.uk/professional-development/publications/pub-007366>

<sup>3</sup> Keeping Children Safe in Education (2020) Available at <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

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competency training. Further details can be found in the NHS Prevent Training and Competencies Framework (2017)<sup>4</sup> and the Revised Prevent duty guidance for England and Wales (2019)<sup>5</sup>.

Competencies are divided into five levels.

Level	Staff covered
Level 1	All those deemed by their agency to require Level 1 training
Level 2	All those deemed by their agency to require Level 2 training
Level 3	All those deemed by their agency to require Level 3 training
Level 4	Specialist roles, managers, and any other deemed appropriate by the agency
Level 5	Specialist roles, senior managers, and any other deemed appropriate by the agency
Board Level	Chief Executives, Chairs, Headteachers/ Principals, Board members including executives, non-executives and lay members

### Level 1

**This level is equivalent to basic safeguarding/child protection and Prevent training across all partner organisations working with children, young people and adults at risk**

**Staff groups:** all staff including, receptionists, administrative staff, site supervisors, caterers, domestic and transport staff, porters, support workers (not ASC), community pharmacist counter staff, volunteers across health and social care, housing staff, Police and Fire Service, faith group staff, school/college/ Early Years settings employees, sports development staff, youth workers, lunch club workers, school governors, trustees and elected members.

***When using this framework, also refer to following documents and service-specific legislation:***

Safeguarding children and young people: roles and responsibilities for health care staff. Intercollegiate document / Fourth edition: January 2019

Adult safeguarding: Roles and competencies for health care staff – Intercollegiate document/ first edition August 2018

Keeping Children Safe In Education (September 2020)

<sup>4</sup> NHS Prevent Training and Competencies Framework: available at <https://www.england.nhs.uk/wp-content/uploads/2017/10/prevent-training-competencies-framework-v3.pdf>

<sup>5</sup> Home Office (2019) Revised Prevent duty guidance: for England and Wales. Available at <https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

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<p>Working Together to Safeguarding Children (July 2018)          Revised Prevent duty guidance: for England and Wales (April 2019)          NHS England Prevent Training and Competencies Framework (2017)</p>		
Competencies for those working with children & young people	Competencies for those working with adults	Training delivery methods
<ul style="list-style-type: none"> <li>• Recognising potential indicators of child maltreatment and neglect – physical abuse, including fabricated and induced illness, emotional abuse, sexual abuse, including child sexual exploitation (CSE), child criminal exploitation and neglect, including child trafficking and female genital mutilation (FGM)</li> <li>• Understanding the local Early Help process and their role in it</li> <li>• Understanding the potential impact of a parent/carer’s physical and mental health on the wellbeing and development of a child or young person, including the impact of domestic violence, the risks associated with the internet and online social networking, an understanding of the importance of children’s rights in the safeguarding/child protection context, and the basic knowledge of relevant legislation (Children Act 1989, 2004 and Sexual Offences Act 2003)</li> <li>• Taking appropriate action if they have concerns, including appropriately reporting concerns safely and seeking advice</li> <li>• Knowing what to do if a child tells them he/she is being abused or neglected.</li> <li>• How to raise concerns about staff – whistleblowing process</li> <li>• An understanding of how PREVENT aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising potential indicators of adult abuse, harm and neglect</li> <li>• An awareness that adults experiencing stressful situations in their own lives may have caring responsibilities for other adults or children</li> <li>• An awareness of the importance of adults’ rights in the safeguarding context and the essential knowledge of relevant legislation <i>eg</i> Human Rights Act and Mental Capacity legislation</li> <li>• An awareness and ability to locate local policies and procedures and how to access support to respond to safeguarding concerns</li> <li>• An awareness of appropriate action to take, including reporting and documenting concerns safely and seeking advice, particularly if uncertain whether a safeguarding need is present</li> <li>• Building personal confidence, skills and knowledge to take immediate action through local safeguarding procedures. This should include the ability to escalate concerns if action is not taken</li> <li>• An awareness of consent, information sharing, data protection legislation and acting safely to share information</li> <li>• An understanding of how PREVENT aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves</li> </ul>	Training frequency
		<p>Single agency responsibility for training</p> <p>Face to face training sessions</p> <p>e-learning for adult and child safeguarding</p> <p>Updates during staff meetings and via email</p> <p>As per agency/sector standards</p>

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### Level 2

**All staff who have contact with children, young people and/or parents, adults at risk, their families or carers**  
**Staff groups:** this includes, administrators for children and safeguarding teams, clinical staff, domiciliary/home carers, residential and day centre staff including support workers, team leaders, service coordinators and service managers; early years staff; youth workers; education staff; leisure/sports officers; youth offending team staff; probation staff; housing officers; police and fire service; managers; staff working with those who have a learning disability, mental health difficulties, older people and people with physical disabilities and all other adults at risk, people experiencing domestic abuse or who have alcohol or substance dependencies.

**When using this framework, also refer to following documents and service-specific legislation:**  
 Safeguarding children and young people: roles and responsibilities for health care staff. Intercollegiate document / Fourth edition: January 2019  
 Adult safeguarding: Roles and competencies for health care staff – Intercollegiate document/ first edition August 2018  
 Keeping Children Safe In Education (September 2020)  
 Working Together to Safeguarding Children (July 2018)  
 Revised Prevent duty guidance: for England and Wales (April 2019)  
 NHS England Prevent Training and Competencies Framework (2017)

Competencies for those working with children & young people	Competencies for those working with adults	Training delivery methods
<p>As in Level 1 and additionally:</p> <ul style="list-style-type: none"> <li>• Uses professional and/or clinical knowledge and understanding of what constitutes child maltreatment, to identify any signs of child abuse or neglect</li> <li>• Able to identify and refer a child suspected of being a victim of trafficking or sexual exploitation; at risk of FGM or having been a victim of FGM; at risk of exploitation by radicalisers; at risk of gang involvement</li> <li>• Acts as an effective advocate for the child or young person</li> </ul>	<p>As in Level 1 and additionally:</p> <ul style="list-style-type: none"> <li>• Practices in accordance with Making Safeguarding Personal, ensuring the wishes of the person at risk are respected</li> <li>• Addresses the immediate safety of the person and ensures that a protection plan is put in place immediately when the risk of abuse is high</li> <li>• Identifies and refers to appropriate services any other associated persons, including carers and children who are believed to be at risk</li> <li>• Practices in a manner that seeks to reduce the risk of abuse,</li> </ul>	<p>Single agency responsibility for training</p> <p>Face to face training sessions</p> <p>Reflective practice sessions</p>

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<ul style="list-style-type: none"> <li>• Recognises the potential impact of a parent’s/carer’s physical and mental health on the wellbeing of a child or young person, including possible speech, language and communication needs</li> <li>• Clear about own and colleagues’ roles, responsibilities and professional boundaries, including professional abuse and raising concerns about conduct of colleagues and understanding the processes for doing this</li> <li>• As appropriate to role, able to refer to social care if a safeguarding/child protection concern is identified (aware of how to refer even if role does not encompass referrals)</li> <li>• Documents safeguarding/child protection concerns in order to be able to inform the relevant staff and agencies as necessary, maintains appropriate record-keeping, and differentiates between fact and opinion</li> <li>• Shares appropriate and relevant information with other teams</li> <li>• Acts in accordance with key statutory and non-statutory guidance and legislation including the UN Convention on the Rights of the Child and Human Rights Act, Data Protection Act 2018, Information Sharing Advice for Practitioners 2018</li> <li>• Has a good understanding of “contextual safeguarding” especially at post-13 years</li> </ul>	<p style="margin-left: 20px;">harm and neglect</p> <ul style="list-style-type: none"> <li>• Uses professional and clinical knowledge and understanding of what constitutes any signs of adult abuse, harm or neglect, including the further recognition of local safeguarding priorities, for example, financial abuse, Prevent and modern slavery</li> <li>• Acts to ensure effective advocacy for the adult at risk of abuse, harm or neglect</li> <li>• Arranges advocates if required, communicating with people about safeguarding, risk and protection planning. This includes facilitating communication with use of interpreters, speech and language colleagues and aids to improve communication</li> <li>• Understands local safeguarding structures and arrangements</li> <li>• Understands mental capacity legislation as relevant to the country of practice. When DoLS are required/invoked (if appropriate), the role of mental capacity advocates, the role of Lasting Power of Attorney and the role of the Public Guardian/Office of Care and Protection (OCP) and future planning arrangements such as court appointed deputies, advance decisions to refuse treatment, advanced statements and acts in best interests of the adult at risk as required</li> <li>• Documents safeguarding concerns in order to be able to inform the relevant staff and agencies as necessary, maintains appropriate records, records the wishes and views of the adult at risk and differentiates between fact and opinion. Registered professionals at level two also need to have an understanding of forensic requirements. For example, radiographers undertaking skeletal survey examinations for forensic purposes.</li> <li>• Shares appropriate and relevant information with other teams within relevant information sharing protocols</li> <li>• Acts in accordance with key statutory legislation and non-statutory guidance relevant to country of practice</li> </ul>	<div style="background-color: #e0e0e0; padding: 5px; text-align: center;">Training frequency</div> <p style="text-align: center;">As per agency/sector standard</p>
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	<ul style="list-style-type: none"> <li>• Understands how to support adults at risk who do not feel able to participate in service support, for example, those experiencing coercive control or environmental health issues.</li> <li>• Recognise obligations to act when they have a safeguarding concern and acting is against the expressed wishes of the person</li> <li>• Understands own and colleagues' roles, responsibilities and professional boundaries, including what constitutes both organisational and professional abuse. Is able to raise concerns about conduct of colleagues</li> <li>• Understands how to access local safeguarding supervision, networks and support</li> </ul>	
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### Level 3

**All staff who are/ or could potentially engage in assessing, planning, intervening and evaluating the needs of a child, young person and parenting capacity where there are safeguarding child protection concerns, or adults at risk or where there are safeguarding concerns.**

**Staff groups:** this includes safeguarding professionals, medical staff, nurses, social work assistants, social workers, occupational therapists, mental health staff (adult and CAMHS) professionals working in substance misuse services, staff working in learning disability services, sexual health staff, care home managers, health visitors, midwives, dentists, pharmacists with a lead role in safeguarding, **Designated Safeguarding Leads in Schools/ Colleges and Early Year and Settings.**

***When using this framework, also refer to following documents and service-specific legislation:***

- Safeguarding children and young people: roles and responsibilities for health care staff. Intercollegiate document / Fourth edition: January 2019
- Adult safeguarding: Roles and competencies for health care staff – Intercollegiate document/ first edition August 2018
- Keeping Children Safe In Education (September 2020)
- Working Together to Safeguarding Children (July 2018)
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Competencies for those working with children & young people	Competencies for those working with adults	Training delivery methods & competence
<p>As in Level 1 &amp; 2 and additionally:</p> <ul style="list-style-type: none"> <li>• Draws on child and family-focused clinical and/or professional knowledge and expertise of what constitutes child maltreatment, to identify signs of sexual, physical, or emotional abuse or neglect</li> <li>• Will have professionally relevant core and case specific clinical competencies</li> <li>• Documents and reports concerns, history taking (and physical examination where appropriate) in a manner that is appropriate for safeguarding/child protection and legal processes</li> <li>• Contributes to inter-agency assessments, the gathering and sharing of information and where appropriate analysis of risk</li> <li>• Undertakes regular documented reviews of own (and/or team) safeguarding/child protection practice as appropriate to role (in various ways, such as through audit, case discussion, peer review, and supervision and as a component of refresher training)</li> <li>• Contributes to Child Safeguarding Practice Reviews/case management reviews, internal partnership and local forms of review, as well as child death review processes</li> <li>• Works with other professionals and agencies, with children, young people and their families when there are safeguarding concerns</li> <li>• Level 3 Prevent/Workshop to Raise Awareness of Prevent (WRAP)</li> <li>• <b>Additional specialist competences as appropriate to role</b></li> <li>• Advises other agencies about the health management of</li> </ul>	<p>As in Level 1 &amp; 2 and additionally:</p> <ul style="list-style-type: none"> <li>• Draws on clinical and professional knowledge and expertise of what constitutes adult abuse, harm or neglect to support others in fulfilling their adult safeguarding duties</li> <li>• Undertakes capacity assessments within the framework of the relevant legislation (if appropriate to role) and is able to understand who needs to be included or consulted with in making decisions in a person's best interests</li> <li>• Discusses the situation with the person, documents and reports concerns, recording the wishes and views of the adult at risk</li> <li>• Undertakes history-taking and physical examination in a manner that is appropriate for safeguarding and legal processes, as appropriate to the practitioner's role</li> <li>• Undertakes and contributes to and supports inter-agency assessments or enquiries, particularly when the enquiry needs to be undertaken by the person with the relationship with the adult. Gathers and shares information, including the person's views on risk and risk management. Where appropriate, analysis of risk including supporting others to undertake these activities</li> <li>• Understands the purpose and process of case reviews</li> <li>• Contributes to and/or co-ordinates protection planning, resolution and recovery, as appropriate to safeguarding concern</li> <li>• Undertakes regular documented reviews of own (and/or</li> </ul>	<p>Topic based training</p> <p>Conferences/Committees</p> <p>Workshops</p> <p>Inter-agency working</p> <p>Inter-agency training</p> <p>Learning from local learning reviews and safeguarding adult reviews</p>
		Training frequency
		<p>As per agency/sector standard</p>

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<p>individual children in child protection cases</p> <ul style="list-style-type: none"> <li>• Applies the lessons learnt from audit and serious case reviews/case management reviews / significant case reviews to improve practice</li> <li>• Advises others on appropriate information sharing in line with current legislation</li> </ul>	<p>team) safeguarding practice as appropriate to role (in various ways, such as through audit, case discussion, peer review, reflective practice, supervision and as a component of refresher training)</p> <ul style="list-style-type: none"> <li>• Attends relevant multidisciplinary meetings to present supporting evidence within relevant information sharing protocols. If unable to attend contributes written reports or information as required/requested/relevant in accordance with confidentiality and information sharing requirements</li> <li>• Contributes to Safeguarding Adult Reviews, panels, internal partnerships and local forms of review</li> <li>• Works with other professionals and agencies, with adults and their families where there are safeguarding concerns in risk management and protection planning</li> <li>• Applies the lessons learnt from audit and case reviews to improve practice</li> <li>• Advises others on appropriate information sharing.</li> <li>• Undertakes clinical supervision and provides support for other staff (as appropriate to role)</li> <li>• Level 3 Prevent/Workshop to Raise Awareness of Prevent (WRAP)</li> </ul>	
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Level 4		
<p><b>Specialist roles – named professionals - Those with supervisory responsibilities for staff undertaking safeguarding work, managers and strategic leads in multi-agency organisations. Applicants must have completed training at Levels 2 and 3</b></p> <p><b>Staff groups:</b> named/lead doctors, heads of adult safeguarding, health, heads of safeguarding teams in education, police and social work professionals who have a lead role in safeguarding; designated leads in agencies; managers and supervisors of these roles</p>		
<p><b>When using this framework, also refer to following documents and service-specific legislation:</b></p> <p>Safeguarding children and young people: roles and responsibilities for health care staff. Intercollegiate document / Fourth edition: January 2019            Adult safeguarding: Roles and competencies for health care staff – Intercollegiate document/ first edition August 2018            Keeping Children Safe In Education (September 2020)            Working Together to Safeguarding Children (July 2018)            Revised Prevent duty guidance: for England and Wales (April 2019)            NHS England Prevent Training and Competencies Framework (2017)</p>		
Competencies for those working with children & young people	Competencies for those working with adults	Competence
<p>As in Level 1,2 &amp; 3 and additionally:</p> <ul style="list-style-type: none"> <li>• Contributes as a member of the safeguarding team to the development of strong internal safeguarding/child protection policy, guidelines, and protocols</li> <li>• Able to effectively communicate local safeguarding knowledge, research and findings from audits and challenge poor practice</li> <li>• Facilitates and contributes to own organisation’s audits, multi-agency audits and statutory inspections</li> <li>• Works with the safeguarding/child protection team and partners in other agencies to conduct safeguarding training</li> </ul>	<p>As in Level 1,2 &amp; 3 and additionally:</p> <ul style="list-style-type: none"> <li>• Be able to align national guidance to local practice.</li> <li>• Collaborate with workforce partners to ensure that the organisation is aligned with regulated employment checks under the DBS</li> <li>• Contributes as a member of the safeguarding team to the development of internal safeguarding policy, guidelines and protocols</li> <li>• Able to effectively communicate local safeguarding knowledge, research and findings from audits and challenge poor practice. Support and develop</li> </ul>	<ul style="list-style-type: none"> <li>Training courses</li> <li>Topic based training</li> <li>Conferences/Committees</li> <li>Workshops</li> <li>Inter-agency working</li> <li>Inter-agency training</li> <li>Designated Lead training</li> </ul>

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<p>needs analysis, and to commission, plan, design, deliver and evaluate single and inter-agency training and teaching for staff in the organisations covered</p> <ul style="list-style-type: none"> <li>• Undertakes and contributes to Child Safeguarding Practice Reviews/case management reviews/significant case reviews (including the child practice review process in Wales), individual management reviews/individual agency reviews/internal management reviews, and child death reviews where requested, and undertakes chronologies, and the development of action plans using a root cause analysis approach where appropriate or other locally approved methodologies</li> <li>• Co-ordinates and contributes to implementation of action plans and the learning following the above reviews with the safeguarding team.</li> <li>• Works effectively with colleagues from other organisations, providing advice as appropriate</li> <li>• Provides advice and information about safeguarding to the employing authority, both proactively and reactively – this includes the board, directors, and senior managers</li> <li>• Provides specialist advice to practitioners, both actively and reactively, including clarification about organisational policies, legal issues and the management of child protection cases</li> <li>• Provides safeguarding/child protection supervision and leads or ensures appropriate reflective practice is embedded in the organisation to include peer review.</li> <li>• Participates in meetings of the safeguarding partners, as required, and other relevant meetings</li> <li>• Leads/oversees safeguarding quality assurance and improvement processes</li> </ul>	<p>improvements in care/practice/local responses/services/act in response to identified locality knowledge needs</p> <ul style="list-style-type: none"> <li>• Facilitates and contributes to own organisation’s audits, multi-agency audits and statutory inspections, establishes governance structures and contribute to annual reporting monitoring and review</li> <li>• Works with the safeguarding team and partners in other agencies to conduct safeguarding training needs analysis, and to commission, plan, design, deliver and evaluate single and inter-agency training and teaching for staff in the organisations covered</li> <li>• Undertakes and contributes to case reviews.</li> <li>• Able to lead investigations on behalf of social care organisations when requested to enable it to decide whether any action should be taken in the adult’s case. As appropriate to role undertakes chronologies and the development of action plans using a root cause analysis approach (where appropriate) or other locally approved methodologies</li> <li>• In conjunction with designated safeguarding lead, co-ordinates and contributes to implementation of action plans and the learning following reviews.</li> <li>• Works effectively with colleagues from other organisations, providing advice as appropriate</li> <li>• Provides advice and information about safeguarding to the employing authority, both proactively and reactively – this includes the board, directors, and senior managers</li> <li>• Provides specialist advice to practitioners, both actively and reactively, including clarification about organisational policies, legal issues and the management of adult safeguarding cases</li> </ul>	<p style="text-align: center;">Training frequency</p> <p style="text-align: center;">As per agency/sector standards</p>
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<ul style="list-style-type: none"> <li>• Undertakes risk assessments of the organisation’s ability to safeguard/protect children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• Provides safeguarding supervision and leads or ensures appropriate reflective practice is embedded in the organisation, to include peer review</li> <li>• Leads/oversees safeguarding quality assurance and improvement processes</li> <li>• Undertakes risk assessments of the organisation’s ability to safeguard/protect adults at risk</li> <li>• Understands the role and procedures of coroner’s courts, court of protection and regulators professional bodies</li> </ul>	
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### Level 5

**Specialist roles – designated professionals or equivalent roles**  
**Staff groups:** this applies to Designated Doctors, Nurses, Local authority Heads of Safeguarding and other professionals with this level of responsibility

**When using this framework, also refer to following documents and service-specific legislation:**  
 Safeguarding children and young people: roles and responsibilities for health care staff. Intercollegiate document / Fourth edition: January 2019  
 Adult safeguarding: Roles and competencies for health care staff – Intercollegiate document/ first edition August 2018  
 Keeping Children Safe In Education (September 2020)  
 Working Together to Safeguarding Children (July 2018)  
 Revised Prevent duty guidance: for England and Wales (April 2019)  
 NHS England Prevent Training and Competencies Framework (2017)

Competencies for those working with children & young people	Competencies for those working with adults	Competence
As in Level 1,2,3 and 4 additionally: <ul style="list-style-type: none"> <li>Knowledge and skill in identifying professional support and development needs for staff/supervisee’s enable sound safeguarding practice</li> <li>Ability to provide reflective supervision as a core mechanism for child protection planning</li> <li>Skill and ability to enable workers to develop analytical skills and critical reflective thinking</li> <li>Ability to challenge practice and question the evidence base for practice by ensuring shared knowledge of current theory, research and legislation</li> <li>Ability to lead and manage services including ensuring effective safeguarding, development of policy and procedures and quality assurance processes</li> <li>Demonstrate in-depth knowledge of national standards and strategies to safeguarding children with particular</li> </ul>	As in Level 1,2, 3 and 4 additionally: <ul style="list-style-type: none"> <li>Provides support and ensures contribution to safeguarding appraisal and appropriate supervision for colleagues across the health and care community</li> <li>Leads training needs analysis; commissions, plans, designs, delivers, and evaluates adult safeguarding single and inter-agency training and teaching for staff across the health and care community</li> <li>Leads/oversees safeguarding quality assurance and improvement across the health and care community</li> <li>Leads innovation and change to improve safeguarding across the health and care economy</li> <li>Takes a lead role in conducting the health component of case reviews across whole health and care community</li> <li>Gives appropriate advice to specialist safeguarding professionals working within organisations delivering health</li> </ul>	Training courses Topic based training Conferences/Committees Workshops Inter-agency working Inter-agency training <hr style="border: 0.5px solid #ccc;"/> Training frequency <hr style="border: 0.5px solid #ccc;"/> As per agency/sector standard

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<p>reference to own specialist area of knowledge</p> <ul style="list-style-type: none"> <li>• Ability to self-reflect and make use of learning opportunities</li> </ul> <p>Role Related:</p> <ul style="list-style-type: none"> <li>• Demonstrates regular participation in the development of practice and policy in own specialist area including on behalf of and with professional organisations</li> <li>• Ensure that safeguarding is embedded at a strategic level across the agency/organisation, including by meeting regulatory requirements</li> <li>• Ability to work strategically and collaboratively with partner agencies to promote awareness of safeguarding children and importance of multi-agency interventions</li> <li>• Develop methods to ensure the involvement of service users in developing children’s safeguarding services</li> </ul>	<p>services and to other agencies</p> <ul style="list-style-type: none"> <li>• Takes a strategic and professional lead across the health and care community on all aspects of adult safeguarding</li> <li>• Provides expert advice to increase quality, productivity, and to improve outcomes for adults at risk and those identified with safeguarding concerns. Provides expert advice to service planners and commissioners, ensuring all services commissioned meet the statutory requirement to safeguard and promote the welfare of adults, to include:             <ul style="list-style-type: none"> <li>▪ Taking a strategic professional lead across every aspect of the health or care service contribution to adult safeguarding within all provider organisations commissioned by the commissioners</li> <li>▪ Ensures that commissioned services have robust systems, procedures, policies, professional guidance, training and supervision in place, in keeping with national legislation, procedures and recommendations</li> <li>▪ Provides specialist advice and guidance to the board and executives of commissioner organisations on all matters relating to adult safeguarding including regulation and inspection</li> <li>▪ Be involved with commissioners, providers and partners on direction and monitoring of safeguarding standards and to ensure that safeguarding standards are integrated into all commissioning processes and service specifications</li> <li>▪ Monitors services across the health community to ensure adherence to legislation, policy and key statutory and non-statutory guidance</li> </ul> </li> </ul>	
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