



Competence Does Matter:

Safeguarding training for all Independent and Suffolk Safeguarding Adult Partnership Organisations

A guide to the responsibilities to learning for all
working with adults.

Workforce Development Team &
Suffolk Safeguarding Adults Partnership,
Endeavour House,
8 Russell Road, Ipswich, IP1 2BX



CONTENTS

1. INTRODUCTION	3
2. ORGANISATIONAL RESPONSIBILITIES AND ROLE OF SSP.....	3
3. STATUS AND PURPOSE OF THIS DOCUMENT	3
4. QUALITY ASSURANCE AND ENDORSEMENT OF SAFEGUARDING TRAINING	4
5. MULTI-AGENCY FOCUS.....	6
6. TRAINING REQUIREMENTS FOR EACH GROUP	8
7. GROUP COMPETENCIES	9

1. INTRODUCTION

A key element of effective safeguarding is that all staff in all agencies have a clear understanding of their individual and their agency's roles and responsibilities and can undertake these in an effective manner. This includes being able to recognise when an adult with care and support needs may require safeguarding and knowing what to do in response to concerns. Professionals must also be able to work effectively at all levels, across professional and organisational boundaries to best support the adult.

The Suffolk Safeguarding Partnership provides guidance on how individuals and organisations can recognise and respond to safeguarding concerns. This framework is written in support of those guidance documents and policies and outlines the recommended good practice training competencies for staff (either paid or unpaid) who may as part of their role come into contact either directly or indirectly, with adults with care and support needs with vulnerable adults.

2. ORGANISATIONAL RESPONSIBILITIES AND ROLE OF THE SSP

2.0 THE ROLE OF SUFFOLK SAFEGUARDING PARTNERSHIP

Suffolk's Safeguarding Adults Board (SAB) does not provide training directly, it is the responsibility of individual agencies to provide safeguarding adults training.

However, the SAB does have a role to play in:

- Setting standards and expectations for safeguarding training material
- Providing a quality assurance role to organisations when developing training as required
- Sharing timely and topical safeguarding issues and legislative updates for embedding in to training
- Promoting learning from case reviews
- Enabling multi-agency join up where possible to reduce duplication and enhance joint working.

The focus of this piece of work will be to raise the standards of safeguarding adults training available to all staff across Suffolk, ensuring staff work effectively at all levels, across professional and organisational boundaries to best support the adult at risk.

3. STATUS AND PURPOSE OF THIS DOCUMENT

3.0 CONTEXT

The Care Act 2014 states that Safeguarding Adults Boards must develop clear policies and processes that have been agreed with other interested parties, which reflect the local service arrangements, roles and responsibilities. The Safeguarding Adults Board must promote multi-agency training that ensures a common understanding of abuse and neglect, appropriate responses and agree how to work together.

3.1 PURPOSE OF THIS DOCUMENT FOR SAFEGUARDING ADULTS

This Framework is based on the National Competency Framework for Safeguarding Adults, A Comprehensive Guide (2018). It outlines the safeguarding adult competencies required for individuals working for (either paid or voluntary) Suffolk Safeguarding Partnership partners and their commissioned services. It provides details of different levels of competencies depending on an individual's role and response to a safeguarding concern. The framework will aid managers and team leaders to measure the competency of staff around safeguarding adults against national standards and help individual's record appropriate evidence of achievement as part of their personal and professional development.

[National Competency Framework for Safeguarding Adults](#)

The framework is also aligned with the Intercollegiate document for Health. Adult Safeguarding: Roles and Competencies for health care Staff.

[Adult Safeguarding: Roles and Competencies for Health Care Staff](#)

3.2 WHAT IS A SAFEGUARDING ADULT COMPETENCY?

A competency involves being able to demonstrate the ability and to be confident in responding to safeguarding concerns that staff or volunteers may come across whilst carrying out their day-to-day duties.

Each competency within this framework refers to a combination of skills, knowledge and experience expected of individual staff and volunteers. This framework aims to ensure that these qualities inform individuals safeguarding practice and should be in keeping with their job role, their duties and responsibilities.

The SSP is not the sole training delivery mechanism for safeguarding training, this is the main responsibility of the Suffolk Workforce Development Team. They can be contacted at: admin.wfd@suffolk.gov.uk. Though, Workforce development Team hold a big responsibility as a mechanism for the delivery and provision of Safeguarding training. There are other partner organisations that provide their own suite of safeguarding training like the CCG/NHS.

Further information on all training courses available through CYP Workforce Development can be accessed via the following link www.suffolkcpd.co.uk.

A range of information and learning resources can also be found on Suffolk Learning: [Suffolk Learning pages](#)

4. QUALITY ASSURANCE AND ENDORSEMENT OF SAFEGUARDING TRAINING

Safeguarding training can be quality assured by the SSP Professional Advisor if desired, and can be contacted by email at enquiries@suffolksp.org.uk

SUFFOLK SAFEGUARDING ADULT ONLINE TRAINING COURSES – ME LEARNING

Whilst Workforce Development advocates 'face-to-face' training where relevant and of benefit, it recognises that this is not always possible or necessary. To support our partners WFD are able to offer basic introduction level e- Learning Safeguarding courses which are designed to ensure staff can recognise potential signs of abuse or neglect and know what they should do. The

course takes 2-3 hours to complete. All courses are accessed by delegates logging on to the ME Learning portal. A certificate is automatically generated upon passing the test which can then be printed and used as evidence of learning.

The Suffolk County Council corporate learning and development team provide a range of training opportunities which would be suitable for staff up to groups 5 and 6. While this is mainly offered to Suffolk County Council staff, other organisations may be able to access this by arrangement.

[Corporate training](#)

5. MULTI-AGENCY FOCUS

The SSP and Workforce Development focus and vision is that we all work together to keep adults safe. The SSP firmly believes that safeguarding and the protection of adults at risk of abuse or harm is everyone's responsibility.

GROUP NO.	Intercol. Groups.	DESCRIPTION	EXAMPLE, NOT AN EXTENSIVE LIST
Group 1	1	<p>ALL staff and volunteers who are employed by agencies represented by the Safeguarding Adults Boards and other agencies that provide care and/or support services who come into contact with Adults</p> <p>This group have a duty;</p> <ul style="list-style-type: none"> • of care to adults at risk of abuse. • to identify and raise a Safeguarding Adults concern. 	Maintenance staff, delivery staff. All new starters
Group 2	2	<p>ALL staff who are in regular direct contact with people who may be an 'adult at risk' and who may need to undertake a Safeguarding Adults referral and/or complete Safeguarding Adults referral form.</p> <p>In addition to the above duties this group also has the responsibility to refer Safeguarding Adults concerns through the correct organisational processes.</p>	Receptionists in GP practice, librarian in, assessment co-ordinators.
Group 3	3	All staff working with adults who engage in assessing, planning, intervening and evaluating the needs of adults where there are safeguarding concerns (as appropriate to role)	Consultants, midwives, occupational Therapists, Independent Wellbeing Officers, sexual health staff, probation staff, sports club welfare officers, those working with Adults in, for example, learning disability, mental health, alcohol and drug misuse services. Some of these professionals might meet the Group 4 responsibilities and will therefore sit in Group 4.
Group 4	4	<p>Specialist Safeguarding Adults Roles, named professionals</p> <p>In addition to the above duties this group also has the responsibility for</p>	Safeguarding Adult Managers, Safeguarding Adult Enquirers, Safeguarding Adults Outcomes Meeting Chairs.

		making decisions for concerns raised. They hold key roles within Safeguarding Adults, in particular S.42 Enquiries within the Care Act.	Social Worker, Consultants undertaking medicals, Police officers in Vulnerable Persons teams, Police officers undertaking ABEs. Named nurses, designated Safeguarding Leads, Designated Safeguarding Nurses.
Group 5	5	Senior managers responsible for the strategic management of Services; NHS board members. Members of the SAB	Designated Adult Safeguarding Managers (DASM) • Safeguarding Adult Lead Professionals Those who manage staff in Group 2, 3 or 4. Board Partners, subgroup members.
		<p>*N. B these are illustrative examples, not an exhaustive list. ** the intercollegiate health document links to our training framework. Adult Safeguarding: Roles and Competencies for Health Care Staff</p>	

The framework described in this document outlines both suggested training content and training methods for each group, together with the responsibilities of employers, SSP, CCG, Trusts, voluntary, private organisations, and other partner agencies in ensuring appropriate training delivery to the respective groups.

The framework is designed to support employers and commissioners to ensure that staff and volunteers working with adults have access to appropriate training whether provided through the Suffolk County Council Workforce Development Team, CCG, SSP, via ME Learning, the Voluntary, Community and Social Enterprise Sector (VCSE).

The focus should be on the outcomes indicated against the content for each of the six groups. Employers should ensure that specific or specialist topics are covered (for example, impact of parental mental health, domestic violence, substance misuse, sexual exploitation).

Training programmes should be continually revised to include SSP priorities, lessons from local reviews, national SARs, research and other inquiries.

This document provides information about the multi-agency training that is available through the Suffolk SSP and through Suffolk County Council’s Workforce Development Team, linked to CCG training requirements. The scope of “Partner -agency” refers to organisations who work actively alongside the Local Authority to safeguard children and young people, for example our Health and Police partners, our District and Borough Councils and other organisations who we may have partnership agreements with.

Where “Multi-agency” refers to all other organisations in Suffolk working Adults, with children and young people.

Multi-agency training may be fully or partially subsidised, and it is important to check the course information carefully to see if any course fees apply.

It remains the responsibility of all organisations to ensure their staff (and volunteers) have the

appropriate training to meet the safeguarding competencies required for their job role.

6. TRAINING REQUIREMENTS FOR EACH GROUP

Each group of staff (outlined in the table above) will be required to undergo training related to their own roles, organisation, and levels of responsibilities. The training framework works based on building competencies. For example, professionals in Group 2, should complete Group 1 courses before applying for Group 2 courses.

As a general premise, there is a baseline recommendation to access the online ME Learning before signing up to face-to-face training. These online modules will cover most, if not all, competencies as described for group 1 and 2 and form an excellent baseline for the other groups. [Suffolk SSP endorsed ME Learning](#)

However, there will be stand-alone courses that can be attended after the minimum level of training at group 2 and above.

As per the organisational responsibilities, it is the duty of each organisation, agency and individual to ensure their staff receive and use the correct level of supervision, support and safeguarding training. We therefore recommend that those described within have an appointed safeguarding lead who can bring learning back to their own workforce, disseminate knowledge and skills and organise opportunities for continued learning.

7. GROUP COMPETENCIES

LEVEL 1 SAFEGUARDING ADULTS

All staff must receive level 1 training. After the initial level 1 training, over a three-year period, staff at level 1 should receive refresher-training equivalent to a minimum of two hours.

Level. 1

Staff Group - All staff who come into contact with Adults. Everyone should complete level 1 training, even if they are required as part of their role to complete level 2, 3, 4, 5 or Board level training.

Core competencies

- Recognising potential indicators of adult abuse, harm and neglect
- An awareness that adults experiencing stressful situations in their own lives may have caring responsibilities, for other adults or children
- An awareness of the importance of adult's rights in the safeguarding context, and the essential knowledge of relevant legislation e.g., human rights acts and mental capacity legislation
- An awareness and ability to locate local policies and procedures and how to access support to respond to safeguarding concerns
- An awareness of appropriate action including reporting and documenting concerns safely and seeking advice. Particularly if individuals are uncertain whether a safeguarding need is present
- 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
- An awareness of consent, information sharing, data protection legislation and acting safely to share information.

Knowledge

- Know about adult abuse, harm and neglect in its different forms and the potential impact on adults at risk of harm
- Know what constitutes an adult at risk and need for a safeguarding intervention
- Know about the relevance of family and carer factors such as domestic abuse, mental and physical ill-health, substance and alcohol misuse
- Know what to do if there are concerns about adult abuse, harm and neglect, including local policies and procedures around who to contact, where to obtain further advice and support, and have awareness of how to raise concerns
- Know about the importance co-operation, sharing information (including the

consequences of failing to do so)

- Know what to do if concerns are not being taken seriously or they experience any other barriers to raising a concern about an adult at risk of abuse, harm or neglect
- Awareness of the principles of mental capacity legislation and the relevance and impact in adult safeguarding.

Skills

- Able to recognise possible signs of adult abuse, harm and neglect as this relates to their role
- Able to identify an adult at risk of harm, abuse or neglect
- Able to seek appropriate advice and report concerns and feel confident that they have been understood.

Attitudes and Values

- Willingness to listen to adults at risk, families and carers and to act on issues and concerns
- Recognise how own beliefs, experience and attitudes might influence involvement in safeguarding work
- Recognise how own actions impact on others.

LEVEL 2 SAFEGUARDING ADULTS

After the initial Level 2 Training, over a three-year period, staff working at level 2 should receive refresher training equivalent to a minimum of 3 to 4 hours. Training, education and learning opportunities should include multi-agency and scenario-based discussions drawing on local case studies and lessons from research and audit.

Level. 2

Staff Group - All frontline staff who have face-to-face contact with adults who may be at risk of abuse or harm.

Core Competencies

- 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
- Identifies and refers to appropriate services any other associated persons including carers and children at risk
- Practises in a manner that seeks to reduce the risk of abuse, harm or neglect
- Uses professional 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, modern slavery
- Acts to ensure effective advocacy for the adult at risk of abuse, harm or neglect
- Arranges advocates if required, communicating with people about safeguarding, risk and protection planning.
- Facilitating communication with use of interpreters, speech and language colleagues and aids to improve communication
- Understands local safeguarding structures and arrangements
- Understands mental capacity legislation as relevant to the country of practice. When Deprivation of Liberty safeguards 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 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
- 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.
- Professionals at level two also need to have an understanding of forensic requirements
- Shares appropriate and relevant information with other teams within relevant information sharing protocols
- Acts in accordance with key statutory legislation and non-statutory guidance relevant to country of practice
- Understands how to support adults at risk who do not feel able to participate in service support, for example those experiencing coercive control, environmental health issues. Recognise obligations to act when they have a safeguarding concern and acting is against the expressed wishes of the person
- 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

- Understands how to access local safeguarding supervision, networks and support.

Knowledge

- Understands the ways in which abuse, harm and neglect can impact on personal identity throughout the life course
- Understands the significance of health deficits on health and wellbeing through the life course, for example homelessness, loneliness and poverty
- Understands the legal, professional, and ethical responsibilities around information sharing, including the use of assessment frameworks
- Understands the best practice in documentation, record keeping, and data protection issues in relation to information sharing for safeguarding purposes
- Be familiar with the guidance related to participation in safeguarding enquiries and reviews
- Understands the duty to report crime in line with organisational and professional guidance
- Understands the importance of establishing, acting or making a decision in person's best interests as reflected in legislation and key statutory and non-statutory guidance.

Skills

- Able to document safeguarding concerns, and maintain appropriate record-keeping, recording the wishes and views of the adult at risk, differentiating between fact and opinion
- Able to share appropriate and relevant information between teams – in writing, by telephone, electronically, and in person within relevant information sharing protocols
- Able to identify where further support is needed, when to take action, and when to refer to managers, supervisors or other relevant professionals, including referral to social services.

Attitudes and Values

- Recognises how own beliefs, experience and attitudes might influence professional involvement in safeguarding work.

LEVEL 3 SAFEGUARDING ADULTS

Training at level 3, will include the training required at level 1 and 2. After the initial Level 3 Training, over a three-year period, staff working at level 3 should receive refresher training equivalent to a minimum of 8 hours. Training, education and learning opportunities should include multi-agency and inter-agency scenario based discussions drawing on local case studies and lessons from research and audit.

Level 3

Staff Group - All staff working with adults who engage in assessing, planning, intervening and evaluating the needs of adults where there are safeguarding concerns.

Core Competencies

- Draws on practitioner and professional knowledge and expertise of what constitutes adult abuse, harm or neglect to support others in fulfilling their adult safeguarding duties
- 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
- Discusses the situation with the person, documents and reports concerns, recording the wishes and views of the adult at risk.
- Undertaking history taking and physical examination in a manner that is appropriate for safeguarding and legal processes, as appropriate to the practitioner's role
- 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.
- Gathering and sharing of information, including the person's views on risk and risk management. Where appropriate, analysis of risk including supporting others to undertake these activities
- Understands the purpose and process of case reviews
- Contributes to and/or co-ordinates protection planning, resolution and recovery – as appropriate to safeguarding concern
- Undertakes regular documented reviews of own (and/or 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)
- 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
- Contributes to case reviews, panels, internal partnerships and local forms of review
- Works with other professionals and agencies, with adults and their families where there are safeguarding concerns in risk management and protection planning
- Applies the lessons learnt from audit and case reviews to improve practice
- Advises others on appropriate information sharing
- Undertakes clinical supervision and provides support for other staff (as appropriate to role).

Knowledge

- Understand the implications of legislation, inter-agency policy and national guidance including the Mental Capacity Act 2005, the Care Act 2014 (which includes Making Safeguarding Personal)
- Understand information sharing, confidentiality, and consent
- Understand the role, remit and procedures of local safeguarding boards and panels
- Understand inter-agency frameworks and assessment processes, including the use of relevant assessment frameworks
- Understand the interface between safeguarding and the criminal justice system as appropriate to role
- Understand relevance of multi-agency audits and own role in multi-agency inspection processes
- Understands the principles of effective adult safeguarding supervision and peer support
- Understands what constitutes, as appropriate to role, forensic procedures and practice required in adult safeguarding, and how these relate to clinical and legal requirements
- Understands national and local frameworks for the assessment of risk and harm
- Understands the notion of proportionality- recognising that unforeseen events occur and people can take risks and make unwise decisions
- Understand the effects of carer behaviour and family factors on adults at risk of abuse, harm or neglect and the inter-agency response
- Know when to liaise with expert colleagues about the assessment and management of adult safeguarding and adult protection planning
- Know how to share information appropriately, taking into consideration confidentiality and data-protection issues and record decisions made
- Know about models of effective supervision and peer support
- Aware of resources and services that may be available within agencies, including the voluntary sector, to support families
- Know what to do when there is an insufficient response from organisations or agencies
- Explains the management of the death of an adult in a safeguarding context
- Understands duty of candour
- Understand and contribute to processes for auditing the effectiveness and quality of services for safeguarding including audits against national guidelines and local safeguarding adults auditing tools.

Skills

- Able to act proactively to reduce the likelihood of abuse, harm or neglect to adults at risk
- Able to contribute to and make considered judgements about how to act to promote wellbeing and to safeguard an adult when needed
- Able to present safeguarding concerns verbally and in writing for professional and legal purposes as required (and as appropriate to role)
- Able to work with adults and carers where there are safeguarding concerns as part of the multi-disciplinary team and with other disciplines
- Able to communicate effectively with adults to recognise and to ensure those lacking capacity to make a particular decision or with communication needs have opportunity to participate in decisions affecting them
- Able to give effective feedback to colleagues

- Able to identify (as appropriate to role) associated medical conditions, mental health needs and other co-morbidities which may increase the risk of abuse, harm or neglect and be able to take appropriate action
- Able to assess (as appropriate to the role) the impact of, carer and family issues on adults at risk of abuse, harm or neglect including mental health needs, learning/intellectual disabilities, substance misuse and domestic abuse and long-term conditions
- Able to challenge other professionals when required and provide supporting evidence
- Able to provide support and supervision to junior colleagues and peers
- Able to contribute to inter-agency assessments and to undertake an assessment of risk when required
- Able to contribute to and make considered decisions on whether concerns can be addressed by providing or signposting to sources of information or advice.
- Able to participate and chair multidisciplinary meetings as required (as appropriate to role)
- Applies lessons from case reviews
- Identifies risks and contributes to risk assessments
- Able to contribute to/formulate and communicate effective safeguarding plans for adults at risk of abuse, harm or neglect
- Able to complete the audit cycle and/or research related to safeguarding as part of appropriate governance and quality assurance processes (as appropriate to role).

Attitudes and Values

- Supports a culture of inclusivity in diversity and equality
- Understands the importance and benefits of working in an environment that supports colleagues including knowing when to seek and offer support
- Creates and supports a working environment that enables professionals to develop skills and knowledge in adult safeguarding
- Understands the potential personal impact of safeguarding work on professionals and colleagues
- Recognises when additional support is needed in managing adult safeguarding including support with all legal and court activities (such as writing statements, preparing for attending court) and the need to debrief in relation to a case or other experience where appropriate to role.

LEVEL 4 SAFEGUARDING ADULTS

Training at level 4, will include the training required at level 1, 2 and 3. Over a three-year period, staff working at level 4 should attend a minimum of 24 hours of education, training and learning.

Level 4

Staff Group - Specialist Safeguarding Adults Roles.

Core Competencies

- Be able to align national guidance to local practice
- Collaborate with workforce partners to ensure that the organisation is aligned with regulated employment checks under the DBS
- Contributes as a member of the safeguarding team to the development of internal safeguarding policy, guidelines and protocols
- Able to effectively communicate local safeguarding knowledge, research and findings from audits and challenge poor practice
- Support and develop improvements in care/practice/local responses/services/act in response to identified locality knowledge needs
- Facilitates and contributes to own organisation audits, multi-agency audits and statutory inspections establish governance structure and annual reporting monitoring and review
- 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
- Undertakes and contributes to case reviews
- 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
- Works effectively with colleagues from other organisations, providing advice as appropriate
- Provides advice and information about safeguarding to the employer, both proactively and reactively – this includes the board, directors, and senior managers
- Provides specialist advice to practitioners, both actively and reactively, including clarification about organisational policies, legal issues and the management of adult safeguarding cases
- Provides safeguarding supervision and leads or ensures appropriate reflective practice is embedded in the organisation, to include peer review
- Leads/oversees safeguarding quality assurance and improvement processes
- Undertakes risk assessments of the organisation's ability to safeguard/protect adults at risk
- Understands the role and procedures of coroner's courts, court of protection and regulators professional bodies.

Knowledge

- Aware of best practice in adult safeguarding
- Aware of latest research evidence and the implications for practice
- Advanced understanding of legislation, information sharing, information governance, confidentiality and consent including guidance from professional bodies
- Have core knowledge and legal literacy relevant to the range of safeguarding issues
Understand court and criminal justice systems, the role of different courts, the burden of proof, and the role of a professional witness in the stages of the court process (as appropriate to one's role)
- Have a sound understanding of forensic requirements including the procedures and investigations required in adult abuse, harm or neglect (as appropriate to role)
- Have an advanced knowledge of relevant national safeguarding issues, policies and implications for practice
- Understand the commissioning and planning of safeguarding services where appropriate to role
- Know about the professional and experts' role in criminal justice and court processes
- Know how to implement and audit the effectiveness of safeguarding practices on an organisational level against current national guidelines and quality standards.

Skills

- Able to effectively communicate advice about safeguarding policy and legal/assurance frameworks
- Able to support colleagues in challenging views offered by professionals and others, as appropriate.
- Able to analyse and evaluate information and evidence to inform inter-agency decision making across the organisation
- Able to participate in a case review, leading internal management reviews as part of this function
- Able to support others across the organisation in writing a chronology and review about individual adults, summarising and interpreting information from a range of sources
- Able to lead service reviews
- Able to establish adult safeguarding quality assurance measures and processes
- Able to undertake training needs analysis, and to teach and educate health professionals
- Able to review, evaluate and update local guidance and policy in light of research findings
- Able to advise and inform others about national issues and policies and the implications for practice
- Able to deal with the media and organisational public relations concerning safeguarding with organisational support and guidance
- Able to work effectively with colleagues in regional safeguarding clinical networks
- Able to promote research evidence and best practice in adult safeguarding.

Attitudes and Values

- As outlined in levels 1, 2 and 3.

LEVEL 5 SAFEGUARDING ADULTS

Training at level 5, will include the training required at level 1, 2, 3 and 4. Over a three-year period, staff working at level 5 should attend a minimum of 24 hours of education, training and learning. This should include leadership, appraisal, supervision, training and the context of other professionals' work.

Level 5

Staff Group – System level Specialist Safeguarding Adults Roles.

Core Competencies

- Provides, supports and ensures contribution to safeguarding appraisal and appropriate supervision for colleagues across the locality
- Leads training needs analysis, and commissions, plans, designs, delivers, and evaluates adult safeguarding single and inter-agency training and teaching for staff across the locality
- Leads/oversees safeguarding quality assurance and improvement across the locality
- Leads innovation and change to improve safeguarding across the locality
- Takes a lead role in conducting the health component of case reviews across whole health community
- Gives appropriate advice to specialist safeguarding professionals working within organisations delivering health services and to other agencies
- Takes a strategic and professional lead across the health community on all aspects of adult safeguarding
- Provides expert advice to increase quality, productivity, and to improve health outcomes 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:
 - taking a strategic professional lead across the entire locality
 - ensures that any commissioned services have robust systems, procedures, policies, professional guidance, training and supervision are in place in keeping with national legislation, procedures and recommendations
- Provides specialist advice and guidance to the board and executives of commissioner organisations on all matters relating to adult safeguarding including regulation and inspection
- 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
- Monitors services across the whole locality to ensure adherence to legislation, policy and key statutory and non-statutory guidance.

Knowledge

- Advanced and in-depth knowledge of relevant national policies and implications for practice

- Understanding of court and criminal justice systems, the role of the different courts, the burden of proof, and the role of professional witnesses and expert witnesses in the different stages of the court process
- Be able to support or advise other professionals with legal documentation/court responsibilities within their organisations
- To ensure support for the named professionals within partner organisations
- Know how to lead the implementation of national guidelines and audit the effectiveness and quality of services across the locality against quality standards
- Advanced knowledge of different specialties and professional roles.

Skills

- Able to lead the organisation's contribution in serious case reviews, drawing conclusions and developing an agreed action plan to address lessons learnt
- Able to plan, design, deliver and evaluate inter-agency safeguarding training for staff across the locality, in partnership with colleagues in other organisations and agencies
- Able to oversee safeguarding quality assurance processes across the whole locality
- Able to influence improvements in safeguarding services across the health locality
- Able to provide supervision, appraisal, and support for named professionals
- Able to lead multidisciplinary team reviews
- Able to evaluate and update local procedures and policies in light of relevant national issues and developments
- Able to arbitrate and reconcile differences of opinion among colleagues from different organisations and agencies, escalating issues if necessary to board, regional or legal colleagues
- Able to proactively deal with strategic communications and the media on safeguarding across the health community
- Able to work effectively with, and lead where appropriate, colleagues in regional and national safeguarding networks
- Able to deliver high-level strategic presentations to influence organisational development
- Able to work in partnership on strategic projects with executive officers at local, regional, and national bodies, as appropriate.

Attitudes and Values

- As outlined in levels 1, 2, 3 and 4.

LEVEL: BOARD MEMBERS - CHIEF EXECUTIVE OFFICERS, AGENCY EXECUTIVES AND NON-EXECUTIVE AND DIRECTORS

Board members will require a tailored package to be delivered which encompasses level 1 knowledge, skills and competences, as well as Board level specific as identified in this section.

Board Members
Staff Group – Chief Executive Officers, Agency Executives and Non-Executive and Directors. This includes boards of private, independent Health, Care and voluntary sector as well as statutory organisations.
Core Competencies
All board members should have Level 1 core competencies in safeguarding and must know the common presenting features of abuse, harm and neglect and the context in which it presents. In addition, board members should have an understanding of the statutory role of the board in safeguarding including partnership arrangements, policies, risks and performance indicators; staff’s roles and responsibilities in safeguarding; and the expectations of regulatory bodies in safeguarding. Essentially the board will be held accountable for ensuring adults at risk in the organisations care receive high quality, evidence based care and personalised safeguarding.
Knowledge
<ul style="list-style-type: none"> • Knowledge of impact of adult safeguarding on the local health economy • Knowledge of the potential causes and consequences of gross negligence • Knowledge of agencies involved in adult safeguarding, their roles and responsibilities, and the importance of interagency co-operation • Knowledge about the obligations to work with the local or area adult safeguarding board and other safeguarding partners including the independent and voluntary sectors • Knowledge of the ethical, legal and professional obligations around information sharing related to adult safeguarding • Knowledge about the organisational obligation to be involved, participate and implement the learning from serious incidents, safeguarding adult reviews, domestic homicide and other review processes • Knowledge about the need for, provision of and compliance with staff training both within commissioning and provider organisations as a statutory requirement • Knowledge about the importance of all adult safeguarding policies and procedures with regard to personnel, and the requirement for maintaining, keeping them up to date and reviewed at regular intervals to ensure they continue to meet both patient and organisational needs • Knowledge about the regulation and inspection processes and implications for the organisation if standards are not met by either commissioners or providers. • If working within a commissioning organisation, knowledge about the importance of regular reporting and monitoring of safeguarding arrangements within provider organisations

- Knowledge about board level risk relating to adult safeguarding and the need to have arrangements in place for rapid notification and action on serious incidents
- Knowledge about the requirement of the board to have access to appropriate high quality clinical and forensic advice on adult safeguarding from dedicated named/ designated professionals or equivalents.

Skills

- To be able to recognise possible signs of adult abuse, harm or neglect as this relates to their role
- To proactively to seek appropriate advice and report concerns
- To have the appropriate board level skills to be able to challenge and scrutinise safeguarding information to include; performance data, serious incidents, partnership working and regulatory inspections to enable appropriate assurance of the organisation's performance in safeguarding.

Attitudes and Values

- Personal commitment to listen and to act on issues and concerns, as well as an expectation that the organisation and professionals within it value and listen to adults at risk
- Commitment to work in partnership with other organisations/patients and families/ carers to promote high quality safeguarding
- Commitment to promote a positive culture around safeguarding within the organization.