Leicester, Leicestershire & Rutland
Children’s Safeguarding Learning:

Children’s Workforce

Safeguarding Competency Framework:
Minimum requirements for Safeguarding Learning

Consider voice of child competency all way through
Consider managing disclosure – added into groups 1-6
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1. **Introduction & Flowchart:**

This Safeguarding Competency Framework is for use by the Leicester, Leicestershire and Rutland Children’s Workforce.

The Children’s Workforce is defined as “....everyone who works or volunteers with children and young people and their families, or who is responsible for improving their outcomes.” The document also considers those Adult Workforce Practitioners who may be in a position to contribute to assessments of parenting capacity.”

Some individuals will work in settings which serve both Children’s and Adults. It is the responsibility of the organisation to judge whether they are deemed to be Adults or Children’s Workforce.

There is a separate Competency Framework for the Adult Workforce based in Leicester, Leicestershire & Rutland.

**This document is structured so that you only need to refer to the section that correlates with the correct Group.**

**Additional Advice:**

**Health:**

If you work for the Health sector, you must refer to the Safeguarding Children and Young People: Roles and Competences for Health Care Staff Intercollegiate Document: September 2010


This document outlines the competencies for health staff and is the criteria that all health staff should work to.

The LLR Competency Framework and Intercollegiate document have been aligned, in order to ensure that local needs and priorities are reflected. (Appendix 1)

**Voluntary Sector:**

Additional advice and guidance available from Safe Network:

http://www.safenetwork.org.uk/Pages/default.aspx


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1. The Common Core of skills and knowledge for the Children’s Workforce
2. Insert link as to where Adult Competency framework will be available
3. Appendix 1: Intercollegiate and LLR competency table
The Competency Framework

The Process

- This document covers a range of competencies which reflect the variety of roles and responsibilities held by workers and volunteers within the children’s workforce
- Role ‘types’ have been separated into 8 groups and this document presents the required competencies for staff and volunteers in each of these Group.
- Each competency group is presented separately so that users of this document will have one reference point for each Group
Notes to support the use of the document:

This Competency Framework document:

- Provides guidance regarding how to identify the appropriate competency group for members of the Children’s Workforce
- Outlines the minimum competency for staff and volunteers within each Group
- Clarifies the requirement for the Safeguarding Competencies to be evidenced every 3 years, as a minimum
- Provides suggestions regarding a range of training, learning and development methods and opportunities through which the competencies may be achieved (Appendix 2)
- Suggests a format for recording this evidence (Appendix 3)

Please note:
This document presents the Competencies for each group separately. Users, therefore, have one reference point for each group.

The LSCB have collated resources on essential knowledge that can contribute safeguarding learning (e.g. law, legislation and signs & indicators) which can be used to support safeguarding learning. Insert weblink

Please note:
This Framework will be launched in April 2014, and organisations, agencies and individuals need to use this to record their mandatory minimum safeguarding learning from this date.

By April 2017 – all organisations, agencies and individuals from the Children workforce, will have used this Framework to evidence their Safeguarding learning in line with the Leicester, Leicestershire and Rutland Safeguarding Boards requirement.

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4 Appendix 2: Template Evidence log for Group 1. Templates for other groups will be available to download on the LSCB website
5 This is a suggested template: it is for each individual organisation to decide on which format can be used to record the evidence.
6 Address for resources (LSCB page – to be developed – by winter 2013)

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Version 2 22nd August ER updates
Identification of Competency Groups

Some roles with the same job title may have very different responsibilities and duties. It is the employer’s responsibility to match the ‘roles and responsibilities’ of a particular role with the descriptions of ‘roles and responsibilities’ provided for each Group within the framework;

- Please refer to descriptors of role to ensure that it is appropriate to the role to help you select the correct competency requirements.
- It is the responsibility of the organisation to determine the competency group of the practitioner.

Table 1, presents a comparison of previously used LSCB training levels against the new Competency Groups

Please note:
It is essential to read the description of roles and responsibility presented in the Framework to make an informed decision regarding which Competency Group is appropriate for the role.) There is further advice available from the LSCB, Workforce development officers and Children’s Workforce Matters (insert weblink)

Previous LSCB level to Group Comparison (table 1)

<table>
<thead>
<tr>
<th>Previous LSCB Training Level (Until March 31st 2014)</th>
<th>Possible Competency Group (From 1st April 2014)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 ‘Induction’</td>
<td>Group 1 ‘Induction to Safeguarding’</td>
</tr>
<tr>
<td>Level 2a ‘Basic awareness’</td>
<td>Group 2 ‘Essential Awareness in Safeguarding’</td>
</tr>
<tr>
<td>Level 2b ‘Further Confidence building’</td>
<td>Group 2 ‘Essential Awareness in Safeguarding’</td>
</tr>
<tr>
<td>Level 3 ‘Building Knowledge &amp; skills’</td>
<td>Group 3 ‘Specialist Front Line Practitioners’: staff who may contribute to assessment</td>
</tr>
<tr>
<td>Level 4 ‘Further enhancing knowledge &amp; skills’</td>
<td>Group 4 ‘Specialist Front Line Practitioners’: staff who undertake Child Protection Enquiries</td>
</tr>
<tr>
<td>Level 5 ‘Skills in supervision’</td>
<td>Group 5 ‘Designated &amp; Named Persons’</td>
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<td></td>
<td>Group 6 ‘Operational Managers’</td>
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<td></td>
<td>Group 7 ‘Senior Managers’</td>
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<td></td>
<td>Group 8 ‘LSCB Board Members, inter agency trainers etc.’</td>
</tr>
</tbody>
</table>
2. Context & Essential Information

Context

This guidance is for all staff and volunteers within the Children’s Workforce in Leicester, Leicestershire and Rutland and is endorsed by the Local Children Safeguarding Boards for these areas.

This document has been prepared to support individuals and managers across the Children’s Workforce to identify the minimum competencies for safeguarding learning, training and development according to their role, function and responsibilities.

National Overview / Local Perspective:

This Competency Framework has been prepared in accordance with ‘Working Together to Safeguard Children: A guide to Interagency working to safeguard and promote the welfare of Children. March 2013’.

The Leicester, Leicestershire and Rutland Training, Learning and Development Strategy 2011 is underpinned by the principles and structure of Working Together 2010, but has been adapted to reflect local need, especially in relation to large scale deliveries in UHL (University Hospitals Leicester) and some Education settings.

The Competency Framework also reflects national guidance, research and local ‘drivers’ and priorities.

Please Note

Some sectors will have their own guidance around safeguarding National Occupational Standards, competencies, and requirements for learning, that are underpinned by Working Together, and will work to this as their minimum requirements.

If you work for the Health sector, you must refer to the Safeguarding Children and Young People: Roles and Competences for Health Care Staff Intercollegiate Document: September 2010.

The Training Strategy also recognises the potential opportunity for joint training across Leicester, Leicestershire and Rutland and where appropriate, for joint Adults and Children’s Safeguarding Training.

7 The programme is underpinned by the principles of Working Together 2013 and uses the detailed guidance provided within Working Together 2010 to determine the basis of the minimum requirements for Safeguarding Learning and relevant skills and competencies required in order to undertake the role.

8 Insert link to WT 2010 & 2013


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Opportunities should be utilised, where appropriate, for training to reflect strategic approaches such as Leicester, Leicestershire and Rutland Think Family / Whole Family Approach\textsuperscript{10}, and also local projects such as ‘Think Family’, ‘Supporting Leicestershire Families’ and ‘Families First’ across the Local Authority Areas.

The use of the Competency Framework allows trainers and those involved in the provision of learning to have flexibility in relation to the structure and delivery methods used to support staff in meeting their minimum requirements.

**Please note:**
The learning and knowledge requirements should be *proportionate* to the individual’s roles and responsibilities, in order to provide learning that is *meaningful* and *relevant*.

\textsuperscript{10} LLR LSCB Procedures Think family /. Whole Family Approach Protocol Section 4.1 \href{http://llrscb.proceduresonline.com/chapters/pr_think_fam.html}{http://llrscb.proceduresonline.com/chapters/pr_think_fam.html}
3. Flexible Learning Approach

Essential Information

The Training, Learning and Development Strategy supports a flexible approach and acknowledges different types of learning and development, in addition to traditional training events, and accepts that there are alternate ways to gain valid learning experiences.

There will be a focus and emphasis on learning being discussed and reflected upon after the event. Staff and volunteers will need to be given opportunities to undertake discussion and reflection on learning, with their managers, and for this to be recorded in order to ensure that the minimum requirements are met.

Please note: Learning activities help to provide the knowledge and skills that contribute to staff being able to meet their competencies. Attending a training course does not automatically mean that the competencies will have been met – discussion and verification after the event is always required.

Different recognised activities that could contribute to the competencies could include:

- Taught courses (single agency, multi-agency, joint courses – in house or external provider)
- Practice based workshops (single, joint and multi-agency)
- E-Learning / workbooks, use of articles – self-directed learning, distance learning
- Mentoring, shadowing, reflective supervision
- Conferences, LSCB briefings / Serious Case Review briefings
- formal education / qualification pathway
- Peer reviews, conferences
- Learning / knowledge from previous qualifications

It is the responsibility of individual organisations to

- Identify which Competency Group and National Occupational standards individuals, organisations and volunteers need to meet
- Ensure that relevant training, learning and development opportunities are accessible and individual members of staff or volunteers are supported to meet these needs effectively
- Identify on-going developmental needs
- Evidence and record that the minimum competency has been achieved – this must be based on learning activities that have taken place within the previous 6 months
- Ensure that staff and volunteers are given learning, training and development opportunities at the appropriate timescales to enable individuals to meet their minimum requirements over a 3 year period, (specifically the opportunity for some interagency learning)
Please note

Many staff, particularly in groups 3 to 6 will regularly receive support for their on-going professional development, and by virtue of the nature of their specialist roles, will access a variety of different learning opportunities. These opportunities should be recognised as learning that contributes to meeting the Competencies for their group.

The LSCB Training Project Officer, Learning and Development Officers and Learning & Development Teams for organisations will also be able to give advice about how individuals and organisations can meet their training requirements.

**Frequency of learning**

- The Safeguarding Competencies need to be evidenced for **Children’s Workforce every 3 years as a minimum** and
- Include at least 1 formal safeguarding learning activity undertaken every 2 years for **Designated Education staff** and 3 years for the **Children’s Workforce**.

**Evidencing and Recording the Competency requirements**

The employing organisation has a responsibility to:

- Ensure that staff meet the required safeguarding competencies
- Record and evidence how staff have met the requirements for their Group
- Recognise and consider different learning activities, in addition to traditional training events that will contribute to meeting the required competencies
- Identify and use a system to record learning that has been undertaken. The training strategy does not aim to be overly prescriptive about how this is recorded, but has provided a template (Appendix 3) that could be used to provide the evidence to record that the competencies have been met, if the organisation does not currently have its own systems in place.
- Provide evidence for the Competency Framework based on learning activities that have been undertaken within the previous 6 months.

For example, this could include:

- Supervision and appraisals /performance reviews that have included opportunities to review the competencies.
- Where there is whole organisation training that meets all of the competencies, the organisation may keep a centralised record of the competencies met, the date, who delivered the training and which staff were present. **It is important that the**
opportunity to reflect on learning is also provided and recorded, to ensure the competencies were fully met.


Core Values
The Children’s Safeguarding Learning Competencies are underpinned by two Core Values that all safeguarding learning should;12

- **Place the child at the centre** and promote the importance of understanding the child’s daily life experiences, ascertaining their wishes and feelings, listening to the child and never losing sight of his or her needs
- **Create and support an ethos that values working collaboratively with others** (valuing different roles, knowledge and skills), respects diversity (including culture, race, religion and disability), promotes equality and encourages the participation of children and families in the safeguarding processes

**Golden Threads**
These Core Values provide a series of ‘Golden Threads’, which should be promoted through all formal Safeguarding Learning opportunities, where practicable;

1. Maintaining a child focus in Safeguarding, including supporting the ‘Voice of the Child’13 being recognised and represented.
2. Recognition of factors that create additional vulnerabilities
3. Diversity and Difference
4. Effective multi-agency working
5. Roles and Responsibilities (including use of relevant policy and procedures, including information sharing guidance.)

**Best Practice Guidance**
The Training, Learning & Development Strategy requires that learning opportunities to be delivered in accordance with the LLR Training Best Practice Guidance. (Appendix 4)

A Best Practice Guidance Matrix14 and tool kit, has been developed to assist agencies to undertake discussions with potential training providers and assess their suitability.15

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12 Working Together 2010
13 The Voice of the Child; learning lessons from serious case reviews. OFSTED April 2011
14 Appendix 4
15 Appendix 3 Under development – insert lscb weblink when completed
The Safeguarding Competency Framework:

The learning to support achieving the minimum competencies for each Group is underpinned by the following Core Values:

- All Safeguarding learning should place the child at the centre and promote the importance of understanding the child’s daily life experiences, ascertaining their wishes and feelings, listening to the child and never losing sight of his or her needs.
- All Safeguarding learning should create and support an ethos that values working collaboratively with others (valuing different roles, knowledge and skills), respects diversity (including culture, race, religion and disability), promotes equality and encourages the participation of children and families in the safeguarding processes, and
- Should also promote best practice and understanding of roles and responsibilities around safeguarding including whistleblowing and reporting procedures.

All formal delivered learning opportunities should adhere to the Best Practice Guidance\textsuperscript{16} where possible.

\textsuperscript{16} Appendix 4
LLR Safeguarding Competency Framework
Version 2  22\textsuperscript{nd} August ER updates
The content of the learning opportunities should be *proportionate* to the individual’s roles and responsibilities, in order to provide learning that is *meaningful* and *relevant* to the individual.

<table>
<thead>
<tr>
<th>Competency Group</th>
<th>Descriptor</th>
<th>Page number</th>
</tr>
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<tbody>
<tr>
<td>Group 1</td>
<td>‘Introduction to safeguarding’</td>
<td>14</td>
</tr>
<tr>
<td>Group 2</td>
<td>‘Essential Awareness in safeguarding’</td>
<td>16</td>
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<tr>
<td>Group 3</td>
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<td>Group 8</td>
<td>‘LSCB Board members / Interagency trainers etc’</td>
<td>34</td>
</tr>
</tbody>
</table>
Group 1: (Competencies 1a – 1g)

Target group: All Staff/Volunteers within the Children’s workforce: Those in regular contact with children and young people and with adults who are parents or carers who may be in a position to identify concerns.

Overview: ‘Induction to Safeguarding’: Ensures a basic awareness of what is meant by safeguarding, and the requirements of the local procedures, and also consideration of personal attitudes and values, and tests confidence in applying this knowledge.

Suggested methods as to how competencies can be met:

- Integrated into induction processes as a minimum
- Commissioned training event that supports staff to receive required knowledge.
- Single agency training, however could be achieved via multi-agency opportunities.
- Combination of activities, eLearning, reading of information / fact sheets and face to face discussion.
- Consideration of delivery with safeguarding Adult’s courses for those staff, who work with both adults and children.

Examples as to how the above competencies can be achieved /demonstrated:

- Delivered by Induction processes e.g.
- CWDC Induction Course*
- Induction workbook*
- e-learning*
- Face to face training event
- Competency assessed through line management supervision.

*any learning that is undertaken via eLearning work books etc, must be followed up by face to face discussion with manager to test confidence and attitudes and this be recorded. (There will be materials available via the LSCB to support this process – test scenarios, fact sheets etc)

This is also important to ensure that issues around staff care and support are identified and acknowledged, and an opportunity to share concerns or support needs have been offered.

Staff at all levels, both paid and voluntary from the children’s workforce, should be able to demonstrate competence in:

a) Identifying the difference between what is meant by safeguarding and child protection as defined by Working Together 2010.

b) Understanding the types of abuse and recognising some of the signs and indicators for each category of abuse and also include signs and indicators on Child Sexual Exploitation, risks around the use of technology, and Domestic Abuse.
c) Awareness of factors that increase children’s vulnerability, for example: disability, age, looked after status etc.
d) Understanding of the importance of maintaining child focus including supporting the ‘Voice of the Child’ being recognised and represented.
e) Understanding and ability to effectively manage ‘disclosures’, appropriately supporting the child / young person in line with local guidance, in line with role and responsibility.
f) Awareness and understanding relevant legislation for their role.
g) Understanding their role and responsibilities to multi-agency and internal policy and procedures, including how to report concerns of abuse of children or adults using appropriate systems, including how to use the whistleblowing procedures.
h) Understanding the potential impact and importance of personal values and attitudes around recognising and responding to abuse and neglect, and tested personal confidence levels in responding and reporting to concerns. *

*These Competencies must be achieved through face to face delivery / discussion / learning.

The content of learning opportunities should be proportionate to the individual’s roles and responsibilities, in order to provide learning that is meaningful and relevant to the individual.

Requirements & Responsibilities:

The employing agency/organisation has the responsibility for:

• Ensuring staff within this group meet the required competencies.
• The organisation, delivery and recording that learning has been undertaken to enable staff to meet these competencies.
• Ensuring that the learning that supports these competencies being met reflects the LSCB Core values (as above) and Best Practice Guidance for Learning, Development and Training.

In addition to this the employing agency should consider:

• Opportunities for joint learning in respect of adults safeguarding if appropriate to role, (as long all competencies can be effectively met for both adults and children’s workforce.)

The LSCB has the responsibility for:

• Monitoring and quality assurance of the training / learning provided to enable staff to have the opportunity to meet these minimum requirements.

Timescale for refresher / Update: Minimum refresher every 3 years.
To include:

• Refresh knowledge on what harms children and how to respond appropriately.

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17 The Voice of the Child; learning lessons from serious case reviews. OFSTED April 2011

LLR Safeguarding Competency Framework
Version 2  22nd August ER updates
• Refresh knowledge on local and national guidance.
• Highlight any changes in local and national guidance and their implications for practice
Group 2 (Competencies 2a – 2k)

Target group: Those who work regularly, or have a period of intense but regular contact with children and young people or with staff who may be in a position to identify concerns and who may be expected to contribute to the assessment of the child’s developmental needs or the adult’s parenting capacity.


Suggested methods as to how competencies may be met:
- Single agency training, however could be achieved via multi-agency opportunities.
- The delivery method is the responsibility of the agency, however it may be a combination of eLearning and face-to-face delivery

Large scale organisations / settings (schools and hospitals)
- The Training Strategy recognises that some large scale organisations have a large number of staff in one organisation with a variety of roles and responsibilities.
- For these staff (teachers and some nursing / hospital staff) to attend separate training events to meet individual needs, may not be practical or achievable, given the nature of the service they provide.
- These organisations may use single agency training to meet the required need of learning and understanding about interagency working, but ensure that issues around the importance and principles of inter-agency working are fully considered, to meet their staff needs.
- There are recognised benefits to large scale deliveries as they provide opportunities for shared learning and for the learning to be set into the organisational context.
- These deliveries need to ensure that the learning requirements for all staff roles are met. If organisations are not able to achieve multi-agency training on a large scale, for those who require this; the organisation needs to ensure that any learning delivered meets the required competencies for all staff attending via discussions and scenarios.
- This may be achieved via a combination of activities.

Staff who may be in a position to identify concerns about maltreatment, including those arising from an early help offer, should be able to demonstrate competence in:

a) Identifying the difference between what is meant by safeguarding and child protection as defined by Working Together 2010.

b) Understanding the types of abuse and recognising some of the signs and indicators for each category of abuse and also include signs and indicators on Child Sexual Exploitation, risks around the use of technology, and Domestic Abuse.*
c) Awareness of factors that increase children’s vulnerability, for example: disability, age, looked after status etc.
d) Understanding of the importance of maintaining child focus including supporting the ‘Voice of the Child’\textsuperscript{18} being recognised and represented.*
e) Understanding and ability to effectively manage ‘disclosures’, appropriately supporting the child / young person in line with local guidance, in line with role and responsibility.
f) Understanding the potential impact and importance of personal values and attitudes around recognising and responding to abuse and neglect, and tested personal confidence levels in responding to concerns.*
g) Understanding their role and responsibilities within the multi-agency and internal policy and procedures, including how to report concerns of abuse of children or adults, using appropriate systems, which will include understanding of consent, information sharing, and confidentiality and how to use the whistleblowing procedures.
h) An awareness of the Local Safeguarding Children Board (LSCB) and its remit.
i) Understanding when to respond to immediate safety issues in relation to a particular child and other children within the household*.
j) Understand when they are required to consult with a manager/designated person or other professional to seek support and guidance, and understanding their own boundaries of personal competence, roles and responsibilities.*
k) Understanding some of the blocks and challenges in safeguarding work and strategies to manage these, including situations of hostility and disguised compliance.*
l) Understanding in what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of the child, including an awareness of escalation procedures.

*These Competencies must be achieved through face to face delivery / learning.

Any learning that is undertaken via eLearning work books etc, must be followed up by face to face discussion with manager to test confidence and attitudes and this be recorded. (There will be materials available via the LSCB to support this process – test scenarios, fact sheets etc)

This is also important to ensure that issues around staff care and support are identified and acknowledged, and an opportunity to share concerns or support needs has been offered.

The content of learning opportunities should be proportionate to the individual’s roles and responsibilities, in order to provide learning that is meaningful and relevant to the individual.

\textsuperscript{18} The Voice of the Child; learning lessons from serious case reviews. OFSTED April 2011

LLR Safeguarding Competency Framework
Version 2  30th August ER updates
Requirements & Responsibilities:

The employing agency/organisation has the responsibility for:

- Ensuring staff within this group meet the required competencies.
- The organisation, delivery and recording that learning has been undertaken to enable staff to meet these competencies.
- Ensuring that learning to support meeting these competencies reflects the LSCB Core values (as above) and Best Practice principles for learning, development and training.

In addition to this the employing agency should consider:

- Opportunities for joint learning on adults safeguarding if appropriate to role, as long all competencies can be effectively met.

The LSCB has the responsibility for:

- Monitoring and quality assurance of the training / learning provided to enable staff to have the opportunity to meet these minimum requirements.

Timescale for refresher: Minimum of every 3 years.

- Refresh knowledge on local and national guidance.
- Highlight any changes in local and national guidance and their implications for practice.
- Refresh knowledge on what harms children and how to respond appropriately.
**Group 3 (Competencies 3a–3q)**

**Target group:** Members of the workforce who work predominately with children, young people and parents / carers who could potentially contribute to assessing, planning, intervening and reviewing the needs of the child / young person and parenting capacity where there are safeguarding concerns. Eg GP’s, midwives, school nurses, youth workers, some social work staff, education welfare officers / educational psychologists.

**Overview:** ‘Specialist Front Line practitioner training’ Building knowledge, skills and ability to work with others to effectively safeguard and promote the welfare of children whilst maintaining a child focus. Further enhancement of knowledge, skills and ability to work with others in complex & challenging situations.

**Suggested methods as to how competencies may be met:**

- Multi-agency training, whilst also considering other methods, ie single, joint, workshops, seminars, evidence from reflective supervision, reading, etc.
- Some of the competencies can be met via accessing themed and specific training that is available via the multi-agency training programme. This may be complemented by other learning opportunities, which will then contribute to practitioners meeting the required competencies. (There will also be many other training and learning opportunities available that support staff to meet their Safeguarding Competencies).

These competencies can be met via a variety of ways and must include at least one multi-agency learning opportunity.

The organisations will however retain the responsibility to ensure that individuals meet their minimum requirements over the 3 year period, (specifically the opportunity for some interagency learning) and also organisations need to identify which Group outcomes are appropriate for their role and source the learning appropriate for this.

Staff who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns, must be able to demonstrate competence in:

a) Recognising different ways in which Children & Young People can be harmed (physical, sexual, emotional and neglect) including child sexual exploitation, technology and abuse, and demonstrate a knowledge and commitment and confidence in responding appropriately.

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19 The LLR Safeguarding Multi Agency programme offers opportunity for staff in working Together groups 3 – 7 to have multi-agency learning. There are many other ways to access multi-agency leaning.
b) Awareness of factors that increase children’s vulnerability, for example: disability, age, looked after status etc.

c) Recognising and understanding the safeguarding roles of parents and carers, and recognise factors that can impact on parenting capacity, and appreciate the effect of family functioning, history, cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children

d) Understanding when to respond to immediate safety issues in relation to a particular child and other children within the household and be able to make judgements about how to act to safeguard and promote the welfare of a child in line with agency and local policy and procedures; including knowing when they are required to consult with a manager/designated person.

e) Understanding and ability to effectively manage ‘disclosures’, appropriately supporting he child / young person in line with local guidance, in line with role and responsibility.

f) Understanding their own boundaries of personal competence and responsibility, when to involve others and where to seek advice and support.

g) Understanding of the importance of maintaining child focus in safeguarding matters, including supporting the ‘Voice of the Child’ being recognised and represented.

h) Knowledge of relevant national guidance & legislation (including Children Act 2004 and responsibilities from this Act) and local procedures and appreciate own role and responsibilities and those of others in safeguarding and promoting the welfare of children. (Including information sharing, consent requirements, confidentiality, recording requirements and whistle blowing procedures).

i) An awareness of the Local Safeguarding Children Board (LSCB), procedures and the Boards remit and responsibilities.

j) Understanding the role of assessment, planning and review in effective service provision as relevant to their role.

k) Understanding of the potential impact and importance of personal values and attitudes around the recognition and responses to abuse and neglect, and demonstrate appropriate confidence and commitment to responding to concerns.

l) Understanding some of the blocks and challenges in safeguarding work and strategies to manage these, including situations of hostility and disguised compliance.

m) Able to present safeguarding / child protection concerns verbally and in writing for professional and legal purposes as required (and as appropriate to case conference, court proceedings, core groups, strategy meetings, family group conferences and for children and young people and families.)

n) Understand the importance and benefits of working in an environment that supports professional’s requirements.

o) Able to work with children and young people and families where there is child protection concerns, as part of the multidisciplinary team and with other disciplines such as adult mental health when assessing a child or young person.

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20 The Voice of the Child; learning lessons from serious case reviews. OFSTED April 2011

LLR Safeguarding Competency Framework

Version 2  22nd August ER updates
p) Able to give effective feedback to colleagues
q) Able to challenge other professionals when required and provide supporting evidence.
r) Understanding what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of the child, including an awareness of escalation procedures.

The content of learning opportunities should be proportionate to the individual’s roles and responsibilities, in order to provide learning that is meaningful and relevant to the individual.

Requirements & Responsibilities:

The employing agency/organisation has the responsibility for:
- Ensuring staff within this group meet the required competencies.
- The organisation, delivery and recording that learning has been undertaken to enable staff to meet these competencies.
- Ensuring that learning to support meeting these competencies reflects the LSCB Core values (as above) and Best Practice Guidance for learning, development and training.
- Ensuring staff have the opportunity to attend multi-agency training learning opportunities.

The LSCB has the responsibility for:
- Monitoring and quality assurance of the training / learning provided to enable staff to have the opportunity to meet these minimum requirements.
- Co-ordination and support of the multi-agency training programme which can contribute to these outcomes being met.

Timescale for refresher / update:
Refresher training every 3 years:
- Highlight any changes in local and national guidance and their implications for practice
- Consider strategies for overcoming blocks to inter-agency working
- Appropriate challenge of other professionals to safeguard children
- Lessons from local and national SCRs
Group 4 (Competencies 4a – 4v)

Target group: (Group 4):
Members of the workforce who have particular responsibilities in relation to undertaking Section 47 enquiries, including professionals from health, education, police and children’s social care; those who work with complex cases and social work staff responsible for coordinating assessments of children in need.

Overview: Specialist Front Line Practitioners Training: Specialist training and the aim of enhancing knowledge and skills around complex assessments including risk assessments; legislation and procedures that inform the process of working together and undertaking complex assessments including S47 enquiries. The learning should also provide an opportunity for people to learn about others roles, together and explore professional dilemmas in practice.

Suggested methods as to how the competencies could be met

- These competencies may be met via a range of different methods – however there needs to be at least one multi-agency learning activity undertaken within the 3 year period.
- Some of the competencies can be met via accessing themed and specific training that is available via the multi-agency training programme\textsuperscript{21}. This may be complemented by other learning opportunities, which will then contribute to practitioners meeting the required competencies. (There will also be many other training and learning opportunities available that support staff to meet their Safeguarding Competencies).

Staff who have a particular responsibility in relation to undertaking Section 47 enquiries, and those who work with complex cases, and Social Work staff who undertake / co-ordinate Children in Need assessments should be able to demonstrate competence in:

a) Recognising different ways in which Children & Young People can be harmed (physical, sexual, emotional and neglect) including child sexual exploitation, technology and abuse, and demonstrate a knowledge and commitment and confidence in responding appropriately.

b) Awareness of factors that increase children’s vulnerability, for example: disability, age, looked after status etc.

c) Recognising and understanding the safeguarding roles of parents and carers, and recognise factors that can impact on parenting capacity, and appreciate the

\textsuperscript{21} The LLR Safeguarding Multi Agency programme offers opportunity for staff in working Together groups 3 – 7 to have multi-agency learning. There are many other ways to access multi-agency leaning.
effect of family functioning, history, cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children.

d) Understanding when to respond to immediate safety issues in relation to a particular child and other children within the household and be able to make judgements about how to act to safeguard and promote the welfare of a child in line with agency and local policy and procedures; including knowing when they are required to consult with a manager/designated person.

e) Understanding and ability to effectively manage ‘disclosures’, appropriately supporting the child / young person in line with local guidance, in line with role and responsibility.

f) Understanding their own boundaries of personal competence and responsibility, when to involve others and where to seek advice and support.

g) Understanding of the importance of maintaining child focus in safeguarding matters, including supporting the ‘Voice of the Child’ being recognised and represented.

h) Knowledge of relevant national guidance (including Children Act 2004 and responsibilities from this act) and local procedures and appreciate own role and responsibilities and those of others in safeguarding and promoting the welfare of children. (Including information sharing, consent requirements, confidentiality, recording requirements and whistle blowing procedures).

i) An awareness of the Local Safeguarding Children Board (LSCB) and their remit.

j) Understanding the role of assessment, planning and review in effective service provision as relevant to their role.

k) Understanding of the potential impact and importance of personal values and attitudes around the recognition and responses to abuse and neglect, and demonstrate appropriate confidence and commitment to responding to concerns.

l) Understanding some of the blocks and challenges in safeguarding work and strategies to manage these, including situations of hostility and disguised compliance.

m) Able to present safeguarding / child protection concerns verbally and in writing for professional and legal purposes as required (and as appropriate to case conference, court proceedings, core groups, strategy meetings, family group conferences and for children and young people and families.)

n) Understand the importance and benefits of working in an environment that supports professional’s requirements.

o) Able to work with children and young people and families where there are child protection concerns, as part of the multidisciplinary team and with other disciplines such as adult mental health when assessing a child or young person.

p) Able to give effective feedback to colleagues

q) Able to challenge other professionals when required and provide supporting evidence.

r) Understanding in what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of children.

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promoting the welfare of the child, including an awareness of escalation procedures.

s) Have an understanding of factors at an inter-personal, intra-personal and systemic level which influence the possibility of change.

t) Understanding of the process, roles and responsibilities involved in undertaking section 47 enquiries, and demonstrate a commitment and understanding around collaborative practice to achieve best outcomes, appropriate to role.

u) Communicating effectively with children and young people appropriately in line with interviewing vulnerable witness guidance, appropriate to their role.

v) Demonstrating the ability to use sound professional judgement and assessment skills in situations of risk and complexity, to make a decision about whether a child is at risk or experiencing significant harm.

w) Being able to establish and maintain working partnerships of trust and mutual respect whilst recognising ways in which group process can influence and distort decision-making.

The content of learning opportunities should be proportionate to the individual’s roles and responsibilities, in order to provide learning that is meaningful and relevant to the individual.

**Refresher / Update:** Minimum of 1 learning activity every 3 years for all of these groups.

**Requirements & Responsibilities:**

The employing agency/organisation has the responsibility for:

- Ensuring staff within this group meet the required competencies by provision and recognition of opportunities to access a range of learning opportunities.
- The organisation has responsibility for accessing the learning opportunities and evidencing and recording that staff meet these competencies.
- Ensuring staff have the opportunity to attend multi-agency learning opportunities.

The LSCB has the responsibility for:

- Monitoring and quality assurance of the training / learning provided to enable staff to have the opportunity to meet these minimum requirements.
- Co-ordination and support of the multi-agency training programme which can contribute to these outcomes being met.

**Timescale for refresher / update:**

Refresher training every 3 years, should include:

- Highlight any changes in local and national guidance and their implications for practice
- Consider strategies for overcoming blocks to inter-agency working
- Appropriate challenge of other professionals to safeguard children
- Lessons from local and national SCRs
Group 5 (Competencies 5a - 5t)

Target group: (Working Together Group 5):
Members of the workforce who have particular responsibilities in relation to advising and supporting other professionals who may have safeguarding concerns, who have the responsibility to receive and refer safeguarding information.

Overview: ‘Specialist Front Line practitioners.’: Specialist training and enhancing knowledge and skills around promoting effective professional practice, and the specific roles and duties around advising others in the capacity of Professional Advisor, Named and Designated Officers (Education), Safeguarding Supervisor (Health).

Safeguarding Children and Safer Recruitment in Education 2007 states that education staff should ensure that refresher training is available to designated staff every two years.

Suggested methods as to how the competencies can be met:

- These competencies may be met via a range of different methods – however there needs to be at least one multi-agency learning activity undertaken within the 2 years (Education) and 3 year period. Best practice would recommend attendance on a specialist course / learning activity that looks at this specialised role as a minimum.
- Some of the competencies can be met via accessing themed and specific training that is available via the multi-agency training programme. This may be complemented by other learning opportunities, which will then contribute to practitioners meeting the required competencies. (There will also be many other training and learning opportunities available that support staff to meet their Safeguarding Competencies).

Large scale organisations / settings (Education & Hospital based staff)

- The Training Strategy recognises that some large scale organisations have a large number of staff from one sector (Education) with a specific role and remit.
- For these staff to attend separate multi-agency training events to meet individual needs, may not be practical or achievable, given the nature of the service they provide.
- These organisations may use single agency training to meet the required need of learning (i.e. bespoke designated course for Health or Education staff) and understanding about inter-agency working, but ensure that issues around the importance and principles of inter-agency working are fully considered, to meet their staff needs.
- Safeguarding Children and Safer Recruitment in Education 2007 states that education staff should ensure that refresher training is available to designated staff every two years. The LLR safeguarding Multi Agency Training, learning and

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23 The LLR Safeguarding Multi Agency programme offers opportunity for staff in working Together groups 3 – 7 to have multi-agency learning. There are many other ways to access multi-agency leaning.

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Development Commissioning and Delivery group endorse this national guidance and minimum recommendation for learning.

- There are recognised benefits to large scale deliveries as they provide opportunities for shared learning and for the learning to be set into the organisational context.
- These deliveries need to ensure that the learning requirements for all staff roles are met. If organisations are not able to achieve multi-agency training on a large scale, for those who require this; the organisation needs to ensure that any learning delivered meets the required competencies for all staff attending via discussions and scenarios.
- This may be achieved via a combination of activities.
- It is recommended that Named and Designated staff also access learning from the multi-agency programme where practical.

Staff who have a particular responsibility for giving advice to others, supporting the identification of safeguarding matters, supporting individuals involved in this process, and also having responsibility for making referrals and liaising both internally and externally should be able to demonstrate competence in,

a) Recognising different ways in which Children & Young People can be harmed (physical, sexual, emotional and neglect) including child sexual exploitation, technology and abuse, and demonstrate a knowledge and commitment and confidence in responding appropriately.

b) Awareness of factors that increase children’s vulnerability, for example: disability, age, looked after status etc.

c) Recognising and understanding the safeguarding roles of parents and carers, and recognise factors that can impact on parenting capacity, and appreciate the effect of family functioning, history, cultural and religious beliefs on practice when working together to safeguard and promote the welfare of children.

d) Understanding and ability to effectively manage ‘disclosures’, appropriately supporting the child / young person in line with local guidance, in line with role and responsibility.

e) Understanding when to respond to immediate and on-going safety issues in relation to a particular child and other children within the household and be able to make judgements about how to act to safeguard and promote the welfare of a child in line with agency and local policy and procedures.

f) Understanding their own boundaries of personal competence and responsibility, when to involve others and where to seek advice and support.

g) Understanding of the importance of maintaining child focus in safeguarding matters, including supporting the ‘Voice of the Child’

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represented.
h) Knowledge of relevant national guidance and local procedures and appreciate own role and responsibilities and those of others in safeguarding and promoting the welfare of children. (Including information sharing, consent requirements, confidentiality, recording requirements and whistle blowing procedures).
i) An awareness of the Local Safeguarding Children Boards (LSCB) and their remit.
j) Have an awareness of the Local Authority’s threshold criteria for a safeguarding referral, advice or consultation, and understand the processes involved in a referral and subsequent actions.
k) Understanding of the potential impact and importance of personal values and attitudes around the recognition and responses to abuse and neglect, and demonstrate appropriate confidence and commitment to responding to concerns.
l) Understanding some of the blocks and challenges in safeguarding work and strategies to manage these, including situations of hostility and disguised compliance.
m) Able to present safeguarding / child protection concerns verbally and in writing for professional and legal purposes as required (and as appropriate to case conference, court proceedings, core groups, strategy meetings, family group conferences and for children and young people and families.)
n) Understand the importance and benefits of working in an environment that supports professional requirements.
o) Able to work with children and young people and families where there are child protection concerns, as part of the multidisciplinary team and with other disciplines such as adult mental health when assessing a child or young person.
p) Able to give effective feedback to colleagues
q) Able to challenge other professionals when required and provide supporting evidence.
r) Demonstrate capacity and confidence to appropriately challenge and question decisions in complex situations, and know how to manage this, including responding to situations when there is an insufficient response from other organisations, including an awareness of escalation procedures and how to deal with professional disagreement.
s) Understanding of own role and responsibilities, and the roles, responsibilities of those who they are advising.
t) Be able to establish and maintain working partnerships of trust and mutual respect whilst recognising ways in which group process can influence and distort decision-making.

The content of learning opportunities should be proportionate to the individual's roles and responsibilities, in order to provide learning that is meaningful and relevant to the individual.
Requirements & Responsibilities:

The employing agency/organisation has the responsibility for:
- Ensuring staff within this group meet the required competencies by provision and recognition of opportunities to access a range of learning opportunities.
- The organisation has responsibility for accessing the learning opportunities and evidencing and recording that staff meet these competencies.
- Ensuring staff have the opportunity to attend multi-agency training opportunities.

The LSCB has the responsibility for:
- Monitoring and quality assurance of the training / learning provided to enable staff to have the opportunity to meet these minimum requirements.
- Co-ordination and support of the multi-agency training programme which can contribute to these outcomes being met.

Timescale for refresher / update:
Refresher training every 2 years (Education Designated and named officers) or 3 years should include:
- Highlight any changes in local and national guidance and their implications for practice
- Consider strategies for overcoming blocks to inter-agency working
- Appropriate challenge of other professionals to safeguard children
- Lessons from local and national SCRs
Group 6 (Competencies 6a – 6s)

Target group:
Operational managers at all levels, including practice supervisors - within organisations employing staff to work with children and families with a particular focus on those managers who manage staff in Groups 3, 4, 5.

Overview: ‘Supervisors & Managers’: Developing skills in supervision

Suggested methods as to how the competencies can be met:
- These competencies may be met via a range of different methods – however there needs to be at least one multi-agency learning activity undertaken within the 3 year period.
- Some of the competencies can be met via accessing themed and specific training that is available via the multi-agency training programme. This may be complemented by other learning opportunities, which will then contribute to practitioners meeting the required competencies. (There will also be many other training and learning opportunities available that support staff to meet their Safeguarding Competencies).

Members of the workforce who have a role in front line operational management and supervision of the workforce who work within child protection and / or complex situations should be able to demonstrate the following competencies (proportionate to role and functions):

a) Recognising different ways in which Children & Young People can be harmed (physical, sexual, emotional and neglect) including child sexual exploitation, technology and abuse, and demonstrate a knowledge and commitment and confidence in responding appropriately.

b) Awareness of factors that increase children’s vulnerability, for example: disability, age, looked after status etc.

c) Understanding the specific knowledge and skill requirements necessary for those staff that they are supervising

d) Managing and making decisions on immediate safety issues and risk assessments (appropriate to role) in relation to a particular child and other children within the household and be able to make judgements about how to act to safeguard and promote the welfare of a child in line with agency roles and local policy and procedures.

e) Understanding their own boundaries of personal competence and responsibility, when to involve others and where to seek advice and support.

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25 The LLR Safeguarding Multi Agency programme offers opportunity for staff in working Together groups 3 – 7 to have multi-agency learning. There are many other ways to access multi-agency leaning.
f) Understanding of the importance of maintaining child focus in safeguarding matters, including supporting the 'Voice of the Child' being recognised and represented.

g) Knowledge of relevant national guidance (including Children Act 2004 and responsibilities from this act) and local procedures and appreciate own role and responsibilities and those of others in safeguarding and promoting the welfare of children. (Including information sharing, consent requirements, confidentiality, recording requirements and whistle blowing procedures).

h) An awareness of the Local Safeguarding Children Boards (LSCB) and their remit.

i) Understand the role of assessment, planning and review in effective service provision, which could include the use of reflective supervision / critical thinking in order to promote reflective practice and support analysis and assessment skills in practitioners in order to deliver an effective service.

j) Understanding of the potential impact and importance of personal values and attitudes around the recognition and responses to abuse and neglect, and demonstrate appropriate confidence and commitment to responding to concerns.

k) Be able to assess the relevance and status of information, and ensure staff manage this information appropriately.

l) Understanding some of the blocks and challenges when working with safeguarding, and strategies and confidence to manage these, including confidence to challenge own and others’ practice both at individual level and agency level.

m) Demonstrated the ability to communicate effectively both in writing and verbally, and develop working relationships with other practitioners and professionals, managers, and children and families to safeguard and promote the welfare of children.

n) Demonstrate a sound understanding and commitment to the principles and processes for effective collaboration, and be able to forge and sustain working relationships with professionals and families.

o) Demonstrate capacity and confidence to appropriately challenge and question decisions in complex situations, and know how to manage this, including responding to situations when there is an insufficient response from other organisations, including an awareness of escalation procedures and how to deal with professional disagreement.

p) Be able to assess ways in which practitioners are working together on complex cases and ways in which group processes can influence and distort decision making, as appropriate to role.

q) Knowledge of local and national issues, updated research, and the ability to share this information effectively with others to develop practice.

r) Ensure that practitioners have the appropriate knowledge and skills and are managed and supported to ensure effective service delivery and safeguarding practice.

s) Knowledge and skills in performance management, to ensure occupational standards for safeguarding are being met.

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The content of learning opportunities should be proportionate to the individual’s roles and responsibilities, in order to provide learning that is meaningful and relevant to the individual.

Delivery timescales and methods: There is a minimum requirement that learning is undertaken once every 3 years for all of these groups.

Requirements & Responsibilities:

The employing agency/organisation has the responsibility for:
- Ensuring staff within this group meet the required competencies by provision and recognition of opportunities to access a range of learning opportunities.
- The organisation has responsibility for accessing the learning opportunities and evidencing and recording that staff meet these competencies.
- Ensuring staff have the opportunity to attend multi-agency training opportunities.

The LSCB has the responsibility for:
- Monitoring and quality assurance of the training / learning provided to enable staff to have the opportunity to meet these minimum requirements.
- Co-ordination and support of the multi-agency training programme which can contribute to these outcomes being met.
Group 7 (Competencies 7a – 7l)

Target group: Members of the workforce who are senior managers responsible for the strategic management of services and NHS board members.

Overview: ‘Senior Managers Training’ learning for senior managers with a responsibility for the strategic management of services.

Suggested methods as to how the competencies can be met:
- These competencies may be met via a range of different methods – however there needs to be at least one multi-agency learning activity undertaken within the 3 year period.
- Some of the competencies can be met via accessing themed and specific training that is available via the multi-agency training programme. This may be complemented by other learning opportunities, which will then contribute to practitioners meeting the required competencies. (There will also be many other training and learning opportunities available that support staff to meet their Safeguarding Competencies).

Staff who have the responsibility for strategic management of children’s services should be able to demonstrate the following competencies:

a) Recognising different ways in which children and young people can be harmed also including risks around technology, domestic abuse and child sexual exploitation, and be able to demonstrate a knowledge, and confidence and commitment, to safeguarding.

b) Awareness of factors that increase children’s vulnerability, for example: disability, age, looked after status etc.

c) Understanding of the responsibilities and roles of their organisation and staff within their own and others organisations, and how this relates to effective safeguarding practice.

d) Understand the role of assessment, planning and review in effective service provision, which could include the use of reflective supervision / critical thinking in order to promote reflective practice and support analysis and assessment skills in their service provision.

e) Understanding the importance of contributing to and creating to a safe environment in their own organisation in order to minimise risk of abuse and harm.

f) Contributing to, responding and implementing local strategic direction / priorities in relation to safeguarding including recommendations from serious case reviews.

g) Knowledge of current relevant national guidance, research and practice developments in safeguarding, including duties and responsibilities around

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h) Understanding the role of the Local Children’s Safeguarding Board and the Safeguarding Adults Board.

i) Understand the duties and responsibilities in relation to Section 11 Audits.

j) Understanding some of the blocks and challenges when working with safeguarding, and across agencies, and demonstrate skills and strategies to manage these to promote effective practice.

k) Have ability and confidence to challenge own and others’ practice effectively in order to constructively and effectively work together in safeguarding matters.

l) Understanding in what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and promoting the welfare of the child and positive inter agency relationships.

The content of learning opportunities should be proportionate to the individual’s roles and responsibilities, in order to provide learning that is meaningful and relevant to the individual.

Delivery timescales and methods: There is a minimum requirement that learning is undertaken once every 3 years for all of these groups.

Requirements & Responsibilities:

The employing agency/organisation has the responsibility for:

- Ensuring staff within this group meet the required competencies by provision and recognition of opportunities to access a range of learning opportunities.
- The organisation has responsibility for accessing the learning opportunities and evidencing and recording that staff meet these competencies.
- Ensuring staff have the opportunity to attend multi-agency training opportunities.

The LSCB has the responsibility for:

- Monitoring and quality assurance of the training / learning provided to enable staff to have the opportunity to meet these minimum requirements.
- Co-ordination and support of the multi-agency training programme which can contribute to these outcomes being met.
Group 8 (Competencies 8a – 8k)

Target group:
Board Members, Directors, Directors of Children’s Services, Chief Executives business support teams and Interagency trainers: (Understanding of roles and responsibilities pertinent to role.)

Overview: Learning for board members, directors, those with specific roles related to safeguarding board and interagency safeguarding training. The ability and skills to promote effective interagency working and partnerships in safeguarding.

Suggested methods as to how the competencies can be met:
- These competencies may be met via a range of different methods – however there needs to be at least one multi-agency learning activity undertaken within the 3 year period.

Staff who have the responsibility for strategic management of children’s services, and interagency training should be able to demonstrate the following competencies (appropriate to role and function):

a) Recognising different ways in which children and young people can be harmed also including risks around technology, domestic abuse and child sexual exploitation, and be able demonstrate a knowledge, and confidence and commitment, to safeguarding.

b) Awareness of factors that increase children’s vulnerability, for example: disability, age, looked after status etc.

c) Understanding of the roles, responsibilities and accountabilities of own and staff within their own and others organisations, and how this contributes to effective co-operation in safeguarding.

d) Demonstrated competency in leading the development of effective policy and procedures for safeguarding children and young people in their organisation.

e) Ensuring that plans and targets for safeguarding children are embedded at a strategic level across the organisation.

f) Promote awareness of safeguarding both within and outside of their organisation.

g) Knowledge of relevant current national guidance, research and practice developments as appropriate to role, responsibilities and duties.

h) An understanding of the role and function of the LSCB relevant to own role and understanding about the role of the Safeguarding Adults Board.

i) Be involved in the development of systems to ensure the involvement of those who use services.

j) Understanding some of the blocks and challenges when working with safeguarding, and across agencies, and demonstrate skills and strategies to manage these to promote effective practice.

k) Understanding in what to do when there is an insufficient response from other organisations and agencies, while maintaining a focus on safeguarding and
promoting the welfare of the child and positive inter agency relationships.

The content of learning opportunities should be proportionate to the individual’s roles and responsibilities, in order to provide learning that is meaningful and relevant to the individual.

**Delivery timescales and methods:** There is a minimum requirement that learning is undertaken once every 3 years for all of these groups.

**Delivery method:**
- Single agency, specialist programmes and multi-agency learning. At least one multi-agency learning activity should be undertaken every 3 years.
- LSCB Board Members should attend the LSCB induction programme

**Requirements & Responsibilities:**

**The employing agency/organisation has the responsibility for:**
- Ensuring staff within this group meet the required competencies by provision and recognition of opportunities to access a range of learning opportunities.
- The organisation has responsibility for accessing the learning opportunities and evidencing and recording that staff meet these competencies.
- Ensuring staff have the opportunity to attend multi-agency training opportunities.

**The LSCB has the responsibility for:**
- Monitoring and quality assurance of the training / learning provided to enable staff to have the opportunity to meet these minimum requirements.
- Co-ordination and support of the multi-agency training programme and trainers network which can contribute to these outcomes being met.
Appendix contents:

Appendix 1: LLR Safeguarding Competency Framework & Intercollegiate Health Document.

Appendix 2: Examples of how competencies could be Evidenced across different groups

Appendix 3: Example Template for evidence Log (Group 1)

Appendix 4: Best Practice Guidance.

Appendix 5: Best Practice Matrix

Appendix 5: Sector Information
Appendix 1: LLR Safeguarding Competency Framework & Intercollegiate Health document

All health staff should refer to the Safeguarding Children and young people: roles and competencies for health staff – September 2010. Locally we have aligned the LLR Competency Framework and Intercollegiate Document, and aligned the levels and groups as follows. Please also see note re local LLR recommendation in respect of large scale deliveries and multi-agency learning for certain Groups.

|---|---|
| **Level 1**
‘All non-clinical staff working in Health Care’ | **Group 1**
‘Induction to Safeguarding’ |
| **Level 2**
‘All clinical staff who have any contact with children, young people or carers’ | **Group 2**
‘Essential Awareness in Safeguarding’. |
| **Level 3**
All clinical staff who work with children, young people and carers, who could potentially contribute to assessment, planning and intervention, where there are concerns re safeguarding or parenting capacity | **Group 3**
‘Specialist Front Line Practitioners’ staff who may contribute to assessment |
| **Group 4**
‘Specialist Front Line Practitioners’ staff who undertake Child Protection Enquiries. |
| **Level 4**
specialist roles – named professionals | **Group 5**
‘Designated & Named Persons’ |
| **Level 5**
Specialist roles – designated professionals | **Group 6**
‘Operational Managers’ |
| **Group 7**
‘Senior Managers’ |
| **Group 8**
‘LSCB Board Members, inter agency trainers etc.’ |

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Large scale organisations / settings (schools and hospitals)

- The Training Strategy recognises that some large scale organisations have a large number of staff in one organisation with a variety of roles and responsibilities.
- For these staff (teachers and some nursing / hospital staff) to attend separate training events to meet individual needs, may not be practical or achievable, given the nature of the service they provide.
- These organisations may use single agency training to meet the required need of learning and understanding about interagency working, but ensure that issues around the importance and principles of inter-agency working are fully considered, to meet their staff needs.
- There are recognised benefits to large scale deliveries as they provide opportunities for shared learning and for the learning to be set into the organisational context.
- These deliveries need to ensure that the learning requirements for all staff roles are met. If organisations are not able to achieve multi-agency training on a large scale, for those who require this; the organisation needs to ensure that any learning delivered meets the required competencies for all staff attending via discussions and scenarios.
- This may be achieved via a combination of activities.
Appendix 2: Examples of how competencies may be evidenced across the Groups.

Group 1

- A receptionist for a housing association starts in post, as part of their formal induction they complete their e-learning safeguarding module. The receptionist also attends a meeting with the manager, who discusses this learning with them, and ensures they are aware of the process of reporting concerns. The Receptionist has read the organisations policy and procedures, and the manager had a discussion about a scenario, to test out knowledge and confidence in recognising and reporting. This has been recorded. There is a reminder in the records of when the refresher training is required in 3 years’ time.

- A librarian has been employed by the Local Authority. The librarian completes an eLearning programme, and also attends the corporate induction programme: there is an hour’s session on safeguarding on this programme, which allows discussion and testing out of confidence and attitudes and values. The manager discusses the training with the librarian and ensures they are clear about the process for reporting in their library: This is recorded in the HR database that they have attended this training.

- The local church has recruited a volunteer member of staff to act as one of the premises officers. This role involves opening the building for community activities, such as ‘Play and Stay’ for under 5’s and being on site whilst these sessions are running. As part of the induction the premises officer is given the safeguarding policy and procedures to read, which also includes a fact sheet about ‘signs and indicators’, and brief information about roles and responsibilities: adapted from the LSCB and NSPCC / Safe Network information. The premises officer completes a short quiz on the information in the policies, which is recorded, and then discussed as part of the induction. This offers opportunity to test out confidence and also offers opportunities to share any concerns or anxieties. The premises officer’s signs that they have read and understood the procedures and this are held as part of the records for safeguarding competencies.

- A local cricket club runs every Sunday for 6 months of the year. The club has 40 volunteer members of staff who are the coaching team for club members which includes junior teams – for children and young people aged between 6 – 10 years, 10 – 13 years and 13+. Every year prior to the season starting, the club management team run a ½ day briefing session that all the volunteers attend. The volunteers will already had screening checks as art of the application process, and prior to attending the preseason induction day they will have had club policy and procedures sent to them which includes the safeguarding / child protection procedure and also includes
fact sheets about signs and indicators, legal position, reporting and responsibilities including conduct. The management committee of the club state that a term and condition of becoming a volunteer coach is to abide by the clubs regulations – which includes a duty and responsibility to safeguarding vulnerable people. At the preseason briefing session there is a 30 min presentation on safeguarding, ran by the designated person and responsibilities are reiterated, and also examples given about when to raise a concern. This allows opportunity for discussion, ensures the coaches are clear about who to contact and also allows opportunity for support / concerns to be raised. This is recorded on the management committee’s records and is repeated for all committee members every year.

Group 2

- A member of staff is newly employed by a private day nursery. As part of the induction process the staff member needs to read the safeguarding policy and procedure. This happens within the first week. The staff member attends a internal Safeguarding briefing session which covers most of the competencies. The nursery manager checks the application and understanding of the policy and procedures, in a supervision session, which considers the competencies and confidence of the member of staff, by working through some example concerns. The nursery also set a ‘quiz’ for the staff member to check understanding and application of the procedures. This is recorded in the supervision notes, and the competency framework evidence log is completed. The nursery also run regular topic updates in their 6 weekly team meetings, which also covers some of the evidence required for the Competency Framework; and these have a specific focus on relevant safeguarding topics in the meetings leading up to the 3 year refresher period.

- A member of staff based in a community centre, works with both adults and children at a number of sessions – eg welfare rights and also play and stay sessions. The Community centre has an annual safeguarding briefing which is delivered by a local independent trainer. The trainer uses a combination of fact sheets to support the learning and delivers a session that covers most of the competencies in the Group 2, which allows time for discussion and reflection. The certificate indicates which competencies have been met, and a record is kept of all staff that attended. In the next staff meeting – the training is discussed and the manager keeps a record that the staff member has met the competencies. This is done annually as part if the centre’s annual training programme.

- An Academy commissions a large independent training company to provide an annual training safeguarding course. This is written to meet most of the competencies, and written materials also support the learning – which staff need to confirm and sign that they have read along with the Child Protection Policy. The
trainers clarify which competencies were met at the end of the session. A whole school certificate is issued, and the schools keep a record of who attended.

- A Home Care worker from a private agency that works with both children and families attends a group 2 essential awareness training course delivered locally.

**Group 3**

- A social worker who 3 years ago attended a course on ‘Working Together’ is now due for refresher training. She has attended a course on Working Effectively with Hostile Families from the themed multi-agency programme last month, and also has attended a SCR briefing. Her manager and her have had a 1-2-1 where they have evidenced the competencies using practice examples and discussion to confirm that they have all been met. This evidence is gained from reflective supervision sessions, and the worker also brings evidence to this session of how they think they have met the competencies.

- A newly employed Educational Psychologist had worked for another local authority for 5 years. On arrival to the area, the worker has read the local policies and procedures, and attended local briefing sessions on multi-agency working and thresholds. The workers knowledge and confidence levels have been tested out about multi-agency working and confidence in identification of risk and assessment in the context of their role as an Educational psychologist. Through discussion and as part of the probation process, their previous training and learning has been acknowledged, and a package of local training including multi-agency Child Sexual Exploitation learning events and reading of local procedures has been developed, and a meeting planned in 2 months’ time where the evidence of the competencies being met will be recorded, allowing both the manager and the Educational Psychologist to prepare this information.

- A Worker in private residential children’s setting which a specialised therapeutic community is working with young women who have been sexually exploited. The community undertake extensive assessments of risk. The member of staff has extensive experience of partnership working in a Safeguarding context (attendance at Core groups, conferences etc.) Over the past 18 months, they have attended an Serious Case Review briefing; specialist skills based training, and also the 2 day effective partnership working course. During the APR process, the competency indicators are discussed and evidence provided by the worker and manger, this is recorded on the evidence log in the personal file of the worker.

- A Youth offending worker has been in post for 10 years. They provide evidence for the competencies, via a case debrief and reflective supervision of a complex case, which provided learning and evidence for the competencies. In
addition to this, they also undertook post qualifying training, and attended a number of conferences and learning events, which were multi-agency, which provided evidence of multi-agency learning.

Group 4

- A Social worker has completed specialist training as part of their newly qualified worker programme. The evidence logs from this programme, contribute to evidence for the competency framework. The worker attends a course on partnership working and a number of other multi agency events as part of their specialist. They also attend a specialist course on Investigations.

- Police officer at Child Abuse Investigation Unit provides evidence of the competencies being met from attending a range of single and multi-agency learning and training within their organisation. They also attend DASH training and Serious Case Review event. All of these formal learning activities support the police officer in providing evidence that they have meet the requirement of the competency group.

Group 5

- A local cricket club, has a named person, who attends a specialist ‘Designated Persons Course’ that is run by a large training provider. They have undertaken the Group 2 training course at Voluntary Action Leicester. This is an open course that has a range of professionals from different sectors, which provides the multi-agency learning required. The trainer has sight of the LLR Competency framework, and confirms which of the competencies are met, and advices of reading to meet any outstanding ones.

- The manager of a Saturday morning dance club (voluntary club) attends a briefing session held at VAL that focuses on designated roles and responsibilities. They have undertaken the Group 2 training course at VAL. In addition to this, they use resources on the Safe Network website, which advises about roles and responsibilities for the designated officer. They also access a webinar which gives advice about their role.

- The manager of a group of private day nursery’s, organises an away day that focuses on the role of Designated and Named person, in order to give these managers the expertise required. The other competencies are measured via
supervision and supported by the attendance on a Group 2 training course, which is tested out.

- A deputy head of a primary school has the responsibility for being the Designated Senior Person. They attend Designated training which is ran by the Local Authority education trainers – this training meets all of the requirements. They attend refresher training every 2 years.

**Group 6**

- A Front line social work manager, who manages a child protection team, undertakes a number of courses from the multi-agency programme, including an SCR briefing session. They attend a local neglect conference, and have undertaken a management course. In addition to this, they attend an in house training programme on ‘Supervision skills in child protection’. They also are involved in the development and delivery of a practice workshop, which gives them opportunity to look at updated research and information on child sexual exploration. This provides a range of evidence for the Competency Framework, which is recorded and discussed with their service manager.

- A manager in Youth Offending Service, manages high risk cases, and attends a supervision skills course, ran by a specialist agency. This combined with evidence from their day-to-day practice provides the evidence for the competencies.

- A manager of a family centre which has a multi-disciplinary team, attends a open course on supervision skills and also undertakes other in house training.

**Group 7**

- A school governor attends the whole school delivery of Group 2 training. In addition to this, they attend a LADO session ran by the local authority. They also read, and are involved in developing policies and procedures for their organisation.

- Children’s play centre management committee: This voluntary sector organisation has an annual safeguarding briefing for all staff, which the management committee have the option to attend. As well as being familiar with signs and indicators, and responding via policy, factsheets and a briefing session form the designated person –
the committee also access materials from Safe Network, and participate in a webinar around roles and responsibilities.

- A local authority Head of Safeguarding, attends a number of multi-agency training events, which contribute to the competencies being met. This includes evidence from developing and running briefing sessions, and also from local Leadership programmes which offer multi-agency learning events.

**Group 8**

- LSCB board member has a formal induction to the work of the board and roles and responsibilities. Evidence is provided by their role and responsibility and also work / meetings with the Board contribute to the evidence. A number of multi-agency briefings also provide updates.

- A safeguarding trainer, attends a number of sessions of the Trainer’s network, and also provides evidence via the reading, research and preparation of courses that they deliver, which provides evidence of learning and updates.
### Appendix 3: Competency Evidence Log (template)

**Working together Group 1: ‘Introduction to Safeguarding’**

**Name of Staff member:**

**Name Of Manager:**

**Evidence provided must have taken place within the previous 6 months.**

<table>
<thead>
<tr>
<th>Competency 1a-1f Working Together Group 1</th>
<th>Evidence including How Met / Date</th>
<th>Additional Comments / Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Values:</strong></td>
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<tr>
<td>Child centred practice, acknowledgement and understanding of the importance of understanding the child’s experiences, ascertaining their wishes and feelings, and representing them as appropriate to role and responsibility.</td>
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<tr>
<td><strong>Core Values:</strong></td>
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<tr>
<td>Valuing collaborative working, respecting diversity, promoting equality and encourages participation of children and families.</td>
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<tr>
<td>a) Identifying the difference between what is meant by safeguarding and child protection as defined by Working Together 2010.</td>
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<tr>
<td>b) Understanding the types of abuse and recognising some of the signs and indicators for each category of abuse and also include</td>
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</table>

LLR Safeguarding Competency Framework

**Version 2  22nd August ER updates**
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<td>signs and indicators on Child Sexual Exploitation, risks around the use of technology, and Domestic Abuse.</td>
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<tr>
<td>c) Understanding of the importance of maintaining child focus including supporting the ‘Voice of the Child’ being recognised and represented.</td>
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<td>d) Awareness and understanding relevant legislation for their role.</td>
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<tr>
<td>e) Understanding their role and responsibilities within the multi-agency and internal policy and procedures, including how to report concerns of abuse of children or adults using appropriate systems, including how to use the whistleblowing procedures.</td>
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<tr>
<td>f) Understanding the potential impact and importance of personal values and attitudes around recognising and responding to abuse and neglect, and tested personal confidence levels in responding to concerns.</td>
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</table>

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28 The Voice of the Child; learning lessons from serious case reviews. OFSTED April 2011
LLR Safeguarding Competency Framework
Version 2  22nd August ER updates
Appendix 4: Best Practice Guidance – to be inserted.
Appendix 5: Best practice matrix – to be inserted.
Appendix 7: Sector Information