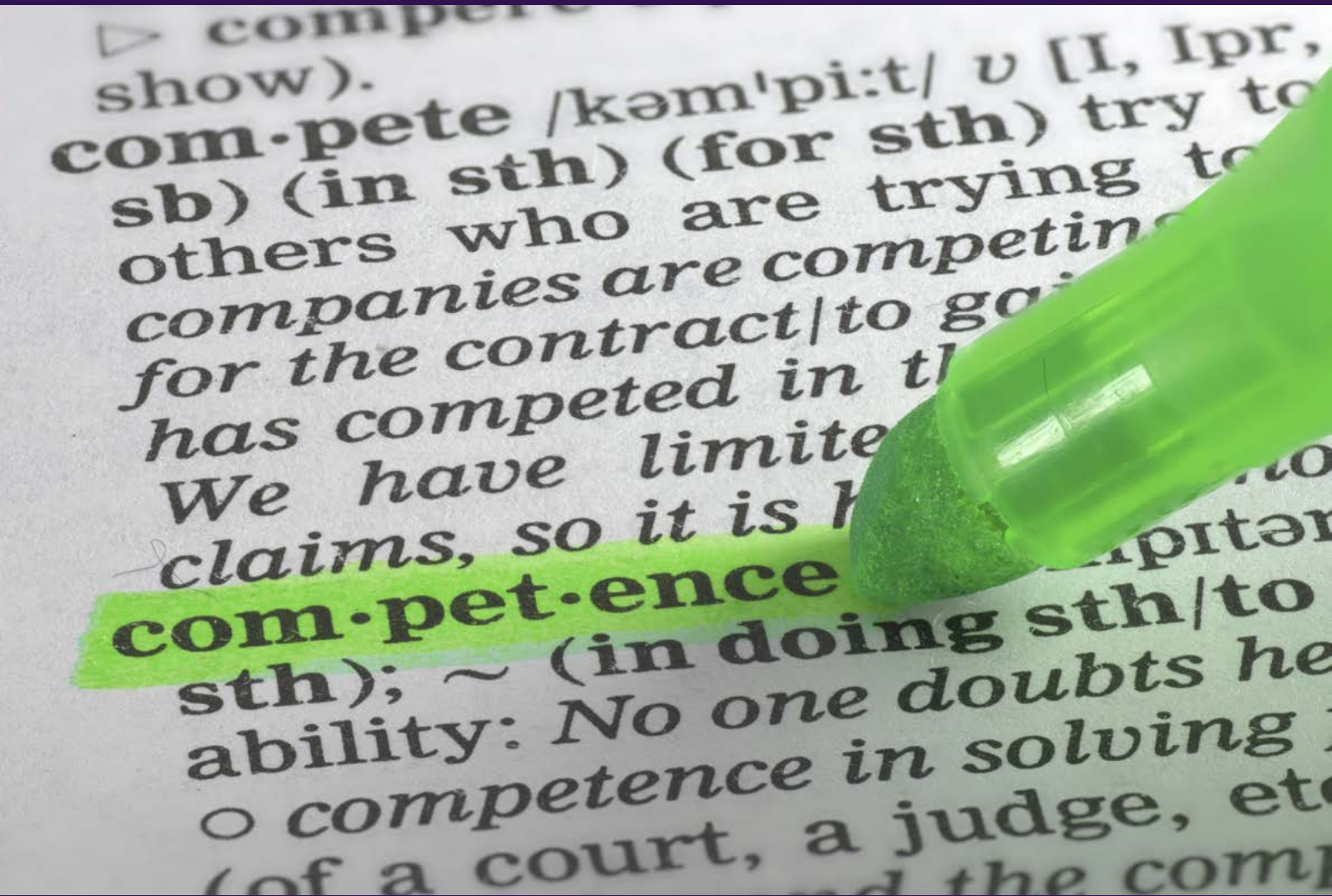


National Competency Framework for Safeguarding Adults

A Comprehensive Guide



Third Edition: Updated to meet the requirements of the Care Act 2014

This framework has been endorsed by:

Foreword



Welcome to the National Competency Framework for Safeguarding Adults produced in association with Learn to Care. This new edition has been fully updated to include the implications of the Care Act 2014.

We are passionately committed to working within the Health and Social Care sector to promote the best possible professional practice and to help explore and find new ways of working within the field.

We strive to be as open as possible with our ideas and findings and we welcome any feedback on our publications or reports – we too want to strive to offer an excellent service.

You will find details of our other publications and research reports on our websites (www.ncpqsw.com and www.buclimb.com) plus details of our C.P.D courses which are endorsed by the College of Social Work. Please do take a moment to look at these sites, together with partners like yourself we want to make a real and profound difference to the lives of vulnerable citizens in our society.

If you would like to discuss any aspect of this publication with myself or a member of the team, or you would like to discuss an aspect of Health or Social Care provision with us, please do not hesitate to contact us.

Professor Keith Brown,

Director for The Centre for Post-Qualifying Social Work and Professional Practice and
The Centre for Leadership, Impact and Management in Bournemouth.

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The Centre would like to acknowledge the work and contributions made to this framework by Hampshire Safeguarding Adults Board.



Introduction

Living a life that is free from harm and abuse is a fundamental right of every person. When abuse or neglect does occur, it needs to be dealt with swiftly, effectively and in ways that are proportionate to the concerns raised. In addition, the person must be at the centre of any safeguarding response and must stay as much in control of decision making as possible. The right of the individual to be heard throughout the safeguarding process is a critical element in the drive to ensure more personalised support.

What is safeguarding?

At a practice level, adult safeguarding work covers a wide range of activities and actions taken by a large number of people. Adult Safeguarding is concerned with those people who due to their circumstances would be defined as people 'with needs of care and support' who are experiencing or who are at risk of abuse, neglect or exploitation.

Six Principles of Adult Safeguarding

In May 2013, the Department of Health published the government's policy on Adult Safeguarding. This outlines six key principles for use by local safeguarding adult boards and member agencies for both developing and assessing the effectiveness of their local safeguarding arrangements. These describe, in broad terms, the outcomes for Adult Safeguarding, for both individuals and organisations. The following principles have also been incorporated into the Care Act 2014 statutory guidance and should inform safeguarding practice:

Six Principles of Adult Safeguarding

Principle	Description	Outcome for adult at risk
Empowerment	Presumption of person-led decisions and informed consent.	"I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens."
Prevention	It is better to take action before harm occurs.	"I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help."
Proportionality	Proportionate and least intrusive response appropriate to the risk presented.	"I am sure that the professionals will work for my best interests, as I see them and will only get involved as much as needed."
Protection	Support and representation for those in greatest need.	"I get help and support to report abuse. I get help to take part in the safeguarding process to the extent to which I want and to which I am able."
Partnership	Local solutions through services working with their communities. Communities have a part to play in preventing, detecting and reporting neglect and abuse.	"I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. I am confident that professionals will work together to get the best result for me."
Accountability	Accountability and transparency in delivering safeguarding.	"I understand the role of everyone involved in my life."

Essential Awareness

Including but not limited to: Local communities; voluntary organisations and volunteers; Service Users; carers and relatives and children and young people. To raise awareness of abuse and neglect and to develop community engagement.

Essential Awareness - "Safeguarding is Everybody's Responsibility"	
Understanding of the term 'Safeguarding Adults'	Safeguarding terms and definitions
Understanding the types of abuse	Types of abuse and the contexts in which it can occur
Knowledge of how to recognise abuse/neglect	Signs and indicators of abuse/neglect
Knowledge of how to report concerns	How to report concerns and what will happen next
Understanding of 'keep safe'	'Keeping safe'
Confidence to report concerns	Channels available to report other types of concerns

Purpose of the National Competency Framework for Safeguarding Adults

The aim of this document is to outline the competencies within the workforce to allow staff and volunteers to ensure the safety and protection of adults at risk of or experiencing abuse and or neglect (adult at risk). It offers a clear framework of these competencies within varied roles where you may work with an adult at risk. The framework will aid staff supervisors and team leaders to use identifiable standards to measure the competencies of staff, record appropriate evidence and have a framework as to the achievable outcomes for the development of staff and volunteers. The Framework has been updated to meet the requirements of The Care Act (2014) in consultation with Hampshire Safeguarding Adults Board.

What is Competency?

Each professional competency within this framework refers to a combination of skills, knowledge and experience expected of individual staff and this framework aims to ensure that these qualities inform Safeguarding practice in a way that is commensurate with an individuals' occupational role and responsibility. Competency involves being able to demonstrate the ability to be critically reflective and self-aware as you analyse, review and evaluate your skills, knowledge and professional practice, exploring alternative approaches and being open to change.

What are the timescales for completion?

Timescales for completion should be agreed at a local level. It has been suggested that all newly appointed staff should be assessed as capable against their relevant competencies, by their line manager, within the first six months of entering their post. It might also be used with Newly Qualified Social Workers to support their development. For experienced practitioners, the assessment of competency might be undertaken over a longer period of time. Usage of the competency framework will need to meet workforce development and service delivery needs and therefore should be viewed as one part of a range of tools already developed by organisations. The framework should be used in conjunction with existing workforce development systems, for example training, CPD and supervisory arrangements.

Carrying out the assessment of competency

The assessment of competencies should combine a mix of direct observation of practice, as well as a process of exploration, discussion and questioning in supervision and appraisal meetings to develop analytical and evaluative thinking developing professional judgment. Assessment should also reflect a knowledge and understanding of Local Authority Multi-Agency Policy and Procedures for Safeguarding Adults, Operational Instructions and Safeguarding Practice Standards.

Who should complete the National Competency Framework for Safeguarding Adults?

All staff should be assessed as capable against the competencies that are relevant to their occupational role. Whatever their role, all staff should know when and how to report any concern about abuse of an adult at risk of harm. Therefore all staff need to be capable in the first six competencies as described in the framework. Beyond this it will depend on their occupational role and level of responsibilities. This is described in the document but can be summarised in the table opposite. The framework seeks to support a proportionate response to suspected abuse from all those who work with adults.

*The Staff Groups of the NHS England inter-collegiate document on safeguarding training levels have been mapped against this framework. Accessed 1st March 2016.

Safeguarding Adults: Professional Competencies in working with people and delivering safeguarding services	
	Including, but not limited to:
Staff Group A (Alerters/NHS Level 1*) Members of this group have a responsibility to contribute to Safeguarding Adults, but do not have specific organisational responsibility or statutory authority to intervene.	<ul style="list-style-type: none"> ▪ All support staff in health and social care settings ▪ Day service staff ▪ Drivers, other transport staff ▪ HR staff ▪ Clerical and admin staff ▪ Domestic and ancillary staff ▪ Health and Safety Officers ▪ Elected Members ▪ Volunteer Befrienders ▪ Charity Trustees
Staff Group B (Responders and Specialist Practitioners/NHS Level 2 and Level 3*) This group have considerable professional and organisational responsibility for Safeguarding Adults. They have to be able to act on concerns and contribute appropriately to local and national policies, legislation and procedures. This group needs to work within an inter- or multi-agency context.	<ul style="list-style-type: none"> ▪ Social workers ▪ Doctors and Nurses ▪ Frontline managers ▪ Integrated team managers ▪ Head of Nursing ▪ Health and Social Care Provider Service Managers (Safeguarding champions) ▪ Social Worker or Care Manager who has received joint training, with the Police, on adult protection ▪ ABE Trained Investigating Officers
Safeguarding Adults: Professional Competencies in Strategic Management and Leadership of Safeguarding Services	
Staff Group C (Decision Makers/NHS Level 4 and Level 5*) This group is responsible for ensuring the management and delivery of Safeguarding Adult services is effective and efficient. In addition they will have oversight of the development of systems, policies and procedures within their organisation to facilitate good working partnerships with allied agencies to ensure consistency in approach and quality of service.	<ul style="list-style-type: none"> ▪ Operational Managers ▪ Heads of Assessment and Care Managers ▪ Service Managers ▪ Police ▪ Probation ▪ Prison Service
Staff Group D (Governance and Board Roles/NHS Level 5 and Board and CEO Levels*) This group is responsible for ensuring their organisation is, at all levels, fully committed to Safeguarding Adults and have in place appropriate systems and resources to support this work in an intra- and inter-agency context.	<ul style="list-style-type: none"> ▪ Heads of Support Services ▪ Heads of Directly Provided Services ▪ Heads of Assessment and Care Management Services ▪ Local Safeguarding Adult Boards

What is Safeguarding Adults

'Safeguarding means protecting an adult's right to live in safety, free from abuse and neglect. It is about people and organisations working together to prevent and stop both the risks and experience of abuse or neglect, while at the same time making sure that the adult's wellbeing is promoted including, where appropriate, having regard to their views, wishes, feelings and beliefs in deciding any action.

Organisations should always promote the adult's wellbeing in their safeguarding arrangements. People have complex lives and being safe is only one of the things that they want for themselves. Professionals should work with the adult to establish what being safe means to them and how it can be best achieved. Professionals and other staff should not be advocating "safety" measures that do not take account of individual wellbeing, as defined in Section 1 of the Care Act.' [Care and Support Statutory Guidance, p.230 DoH 2014].

Safeguarding duties apply to an adult who:

- Has needs for care and support (whether or not the local authority is meeting any of those needs) and;
- Is experiencing, or at risk of, abuse or neglect (throughout this document an 'adult at risk' will refer to the definition as in the Care Act 2014); and;
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect. [Care and Support Statutory Guidance, Section.42 Enquiry, DoH, 2014]

National Competency Framework Supervision, training, workforce development

The assessment of competencies should be undertaken by an appropriate competent staff member such as a supervisor. This can combine a mix of direct observation of practice, discussion and questioning in supervision and appraisal meetings.

All staff and volunteers should be helped to develop safeguarding competencies. This can be done by participating in formal training and development opportunities. However, there are also many opportunities for staff to learn and develop within the workplace. For example, discussions in team meetings, shadowing with more experienced staff, and mentoring opportunities.

All training commissioned through Safeguarding Adult Boards can be mapped / evaluated / audited against the specific Safeguarding Adults competencies for specific roles.



Mental Capacity, Consent and Best Interests

People must be assumed to have capacity to make their own decisions and be given all practicable help before they are considered not to be able to make their own decisions. Where an adult is found to lack capacity to make a decision then any action taken, or any decision made for, or on their behalf, must be made in their best interests. Professionals and other staff have a responsibility to ensure they understand and always work in line with the Mental Capacity Act 2005. In all safeguarding activity where a person's mental capacity may be questioned due regard must be given to the Mental Capacity Act 2005. In all cases where a person has been assessed to lack capacity to make a decision, a best interest's decision must be made unless there is an attorney or a court appointed deputy who can make the decision on the person's behalf. Even when a person is assessed as lacking capacity, they must still be encouraged to participate in the safeguarding process. For further information please see the Mental Capacity Act 2005 Workbook for Practitioners, part of the National Centre for Post-Qualifying Social Work and Professional Practice Safeguarding Adults at Risk Resources.

Making Safeguarding Personal

Making Safeguarding Personal (MSP) is about responding to safeguarding situations in a way that enhances involvement, choice and control as well as improving quality of life, wellbeing and safety. It is about seeing people as experts in their own lives and working alongside them with the aim of enabling them to resolve their circumstances and support their recovery. MSP is also about collecting information about the extent to which this shift has a positive impact on people's lives. It is a shift from a process supported by conversations to a series of conversations supported by a process. Taking a more creative approach when responding to safeguarding situations may help to resolve situations more satisfactorily by helping the person achieve the outcomes they want. The Making Safeguarding Personal Toolkit (4th Edition, Local Government Association, 2015), is designed to provide a resource for practitioners to develop a portfolio of responses they can offer to people who have experienced harm and abuse so that they are empowered and their outcomes are improved.

Financial abuse and financial scams

The Care Act (2014) specifically identifies the risks posed by 'financial abuse', which includes having money or other property stolen; being defrauded; being put under pressure in relation to money or other property; and having money or other property misused.

Financial abuse is the second most common form of abuse experienced by vulnerable adults, and in particular there is growing awareness that individuals are being increasingly targeted by mass marketing scams and other types of financial fraud (Social Care Institute for Excellence, 2011).

(Currently we are working with the Chartered Trading Standards Institute and National Trading Standards Scam Team to research and develop a greater understanding of the issues of financial abuse).



Care Act 2014

The Care Act 2014 creates a new legal framework for how local authorities and other parts of the system should work together to protect adults at risk of abuse or neglect. Chapter 14 of the Care Act 2014 introduces a new statutory framework for adult safeguarding which replaces the 'No Secrets' Guidance (2000, Department of Health). The Care Act 2014 requires the local authority to make enquiries, or to ask others to make enquiries, where they reasonably suspect that an adult in its area is at risk of neglect or abuse. The purpose of the enquiry is to establish with the individual and/or their representatives what (if any) action is needed in relation to the situation and to establish who should take such action. The statutory safeguarding duty (section 42 enquiry) applies when a person with care and support needs (whether or not ordinarily resident in the local authority area or whether the local authority is meeting any of those needs) is experiencing or is at risk of abuse or neglect, and as a result of those needs, is unable to protect him/herself.

The statutory guidance to the Care Act 2014 also outlines a number of fundamental principles that must now underpin social work practice including adult safeguarding as explained below:

The importance of;

- Promoting wellbeing when providing support or making a decision in relation to a person.
- Supporting people to achieve the outcomes that matter to them in their life by practitioners focusing on the needs and goals of the individual.
- Beginning with the assumption that the individual is best placed to make judgments about their own wellbeing.
- Taking into account any particular views, feelings or beliefs (including religious beliefs) which impact on the choices that a person may wish to make about their support. This is especially important where a person has expressed views in the past, but no longer has capacity to make decisions themselves.
- A preventive approach because wellbeing cannot be achieved through crisis management. By providing effective intervention at the right time, risk factors may be prevented from escalating.
- Ensuring the person is able to participate as fully as possible in decisions about them and being given the information and support necessary to consider options and make decisions rather than decisions being made from which the person is excluded.
- Considering the person in the context of their family and wider support networks, taking into account the impact of an individual's need on those who support them, and take steps to help others access information or support.
- Protecting the person from abuse and neglect and in carrying out any care and support functions professionals consider how to ensure that the person is and remains protected from abuse or neglect. This is not confined only to safeguarding issues, but should be a general principle applied in every case.

Ensuring that any restriction on the person's rights or freedom of action is kept to the minimum necessary. Where action has to be taken which restrict these, the course followed is the least restrictive necessary.

Safeguarding Adults: Professional Competency in working with people and delivering safeguarding services

Staff Group A: (Alerters/NHS Level 1)

Function - To identify abuse or neglect and to report concerns appropriately.

Including but not limited to: All staff that are employed (or volunteer) in health and social care settings, all frontline staff in Fire and Rescue, Police and Neighbourhood Teams and Housing, Clerical and Administration Staff (including within Police), Domestic and Ancillary Staff, Health and Safety Officers, staff working in Prisons and other Custodial Settings, other Support Staff, Elected Members and Governing Boards and Safeguarding Administrative Support Staff will be able to:

Staff Group A:	
Provided evidence must be pertinent and proportionate to role	Completed
Awareness	
<p>1. Understand and demonstrate what Adult Safeguarding is.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ The types of abuse and the contexts in which they can occur. ▪ Their role in identifying concerns regarding adult abuse and their individual responsibility. ▪ The role of the local authority: Duty to Protect. ▪ The organisation's policy and procedures. ▪ Knowledge of legislation and policy including, but not limited to: <ul style="list-style-type: none"> - Human Rights Act 1998 Dignity in Care - Mental Capacity Act 2005 - Deprivation of Liberty Safeguards 2009 - Care Act 2014 - Making Safeguarding Personal ▪ Appropriate responses to reports. ▪ The importance of preserving evidence. ▪ The importance of recording. ▪ Limits to confidentiality, consent and information sharing. 	
<p>2. Recognise adults in need of Safeguarding and take appropriate action.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ Understanding the meaning of 'adult at risk' as defined in relevant policy guidance e.g. Care Act 2014 definition. ▪ Demonstrating an understanding of what constitutes 'abuse'. ▪ The different forms of abuse and how to identify indicators / signs of them. ▪ Understanding of the factors that might increase risk of abuse. ▪ Contacting emergency services if the individual is in immediate danger. 	
<p>3. Understand dignity and respect when working with individuals.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ The individual's rights to exercise freedom of choice. ▪ The individual's right to live in an abuse-free environment. ▪ Valuing individuality and be non-judgemental. ▪ Awareness of how personal values and attitudes can influence the understanding of situations. ▪ Listening to individuals and allowing individuals time to communicate any preferences and wishes. 	

Staff Group A:

Provided evidence must be pertinent and proportionate to role	Completed
Reporting	
<p>4. Understand the procedures for making a 'Safeguarding Alert'.</p> <p>This includes:</p> <ul style="list-style-type: none">▪ Their role in terms of safeguarding concerns.▪ Your organisation's Safeguarding Adults policy and procedures.▪ Ensuring the immediate safety (e.g. contacting police) when the risk of abuse is high.▪ Working in a manner that seeks to reduce the risk of abuse.▪ Ability to outline the processes for informing an appropriate person of Safeguarding Adults concern.▪ Maintaining appropriate confidentiality.	
<p>5. Have knowledge of policy, procedures and legislation that supports Safeguarding Adults activity.</p> <p>This includes:</p> <ul style="list-style-type: none">▪ National and local policies/legislation that support Safeguarding activity including but not limited to:<ul style="list-style-type: none">- Mental Capacity Act 2005- Care Act 2014- Deprivation of Liberty Safeguards 2009- Human Rights Act 1998- Care standards for registered services- Employing agency's policy and procedures▪ Understanding how to 'whistleblow' using related policies and procedures.	
<p>6. Ensuring effective administration and quality of safeguarding processes.</p> <p>As appropriate to role this may include:</p> <ul style="list-style-type: none">▪ Arranging safeguarding meetings.▪ Understanding relevant internal policies and procedures.▪ Taking accurate, well-written minutes of safeguarding meetings.▪ Maintaining accurate records and information governance.▪ Recording and accurately respond to information governance.▪ Understanding the Data Protection Act 1998.	

Staff Group B: (Responders and Specialist Staff/NHS Level 2 and Level 3)

Function - Staff with professional and organisational responsibility for adult safeguarding and who may be called upon to lead safeguarding enquiries through the provision of professional/clinical advice and support. Qualified Professionals in health and social care and all Frontline Managers (including staff who may act as the senior staff on duty) who manage/supervise staff providing services directly to the public.

Including but not limited to: Social Work Team Managers, Voluntary/Independent Sector Managers, Doctors, Heads of Nursing, Health and Social Care Provider Service Managers, Safeguarding Adult Coordinators, Police Officers, Probation, Community Safety Managers, Prison Managers, Mental Capacity Act Lead, Best Interest Assessors and Deprivation of Liberty Safeguards, Advocates, Therapists, Fire and Rescue and staff working in Multi Agency Safeguarding Hubs will be able to:

Staff Group B:	
Provided evidence must be pertinent and proportionate to role	Completed
Inform, Involve and Listen	
<p>7. Ensure service users are informed and supported in their decision making around Safeguarding Adults concern.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ Adopting a person-centred approach. ▪ Making Safeguarding Personal. ▪ Ensuring that all Safeguarding Adults practice is in line with the wellbeing of the adult at risk throughout the process and is consulted with as per the Care Act 2014 ▪ Recognising service users' rights to freedom of choice. ▪ Accessing appropriate advocacy support for service users. ▪ Working with service users to ensure they are fully aware of all options available to them and also of the preventative measures that they may be able to put in place to protect themselves from abuse i.e. lasting powers of attorney (Mental Capacity Act) and/or police involvement. ▪ Providing information on local and national groups that may be able to provide support e.g. victim support, Independent Mental Capacity Advocacy (IMCA) service and/or local carers group. ▪ Providing written and verbal information on local Safeguarding Adult processes and how they can be accessed by service users and carers. ▪ Working preventively with adults at risk. ▪ Developing protective strategies for those that decline services. ▪ Actively engaging with individuals who decline services and/or engage support of others to achieve this. ▪ Providing feedback to those making referrals on the status of the case as appropriate. 	
<p>8. Ensure information is shared appropriately and all relevant partners are involved.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ Consulting with line management and being accountable. ▪ Accessing support for the recovery from abuse/neglect. ▪ Engaging all relevant partners and sharing information appropriately. ▪ Evidencing multi-agency partnership working. ▪ Practicing effective multi-agency partnership e.g. convene strategy meeting. ▪ Attending and contributing to investigations/meetings/information sharing. ▪ Evidencing information sharing. ▪ Engaging in activities related to s.42 enquiries as appropriate. ▪ Understanding when to contact out of hours services. ▪ Using emergency services when necessary, e.g. call for an ambulance and/or police intervention. 	

Staff Group B:

Provided evidence must be pertinent and proportionate to role	Completed
Respond	
<p>9. Demonstrate appropriate responses to Safeguarding Adult concerns.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ Effective risk/safeguarding plans. ▪ Planning and carrying out agreed strategy to protect an adult from abuse during and following investigation. ▪ Identifying and reducing potential and actual risks after disclosure/allegation has been made. ▪ Exercising defensible decision making. ▪ Responding to alerts/concerns in a timely manner. ▪ Ensuring safeguarding activity is appropriate and proportionate. ▪ Ensuring the person’s mental capacity is considered. ▪ Accessing all relevant legal powers and remedies. ▪ Implementing effective strategies to manage self-neglect. ▪ Responding appropriately to concerns about: human trafficking and modern slavery; and honour-based violence and forced marriage. ▪ Responding appropriately to adults at risk who cause harm. ▪ Identifying and responding effectively to factors increasing vulnerability to abuse. ▪ Accessing and using effectively a range of community safety processes. ▪ Demonstrating interpersonal skills and addressing ‘difficult conversations’. <p>Being aware and challenging, if necessary, organisational cultures that may lead to poor practice in safeguarding.</p>	
Reporting and recording	
<p>10. Maintaining accurate and complete records and achieving best evidence.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ An explicit understanding of issues of confidentiality and data protection. ▪ Evidencing collation and monitoring of ‘Safeguarding Alerts’ within your service through observation and discussion. ▪ Demonstrating awareness of and confidence to use ‘whistleblowing’ policy and procedures when required. ▪ Demonstrating a comprehensive and detailed knowledge of gathering, evaluating and preserving evidence. ▪ Providing evidence of report writing, recording and interview skills. ▪ The use of appropriate forms and recording systems. ▪ Undertaking contemporaneous record keeping. ▪ Evidencing contemporary case recordings. ▪ Providing evidence of protection planning. ▪ Demonstrating court skills e.g. providing a credible testimony in court. 	
Manage	
<p>11. Managing Safeguarding Adult concerns and enquiries.</p> <p>As appropriate to role this may include:</p> <ul style="list-style-type: none"> ▪ Demonstrating ability to manage cases through safeguarding adult processes. ▪ Ability to coordinate safeguarding enquiries. ▪ Promoting outcome-focused adult safeguarding practice and decision making. ▪ Supporting and supervising safeguarding adult concerns. ▪ Undertaking safeguarding enquiry with support from Safeguarding Adult Manager. ▪ Negotiating safeguarding plans with adult at risk that is outcome-focused and includes risk enablement, specialist protection assessment recovery as needed. ▪ Identifying how best evidence is achieved. ▪ Demonstrating the ability to undertake structured and appropriate interviews. ▪ Demonstrating how to produce comprehensive enquiry reports. ▪ Ability to chair safeguarding focused meetings (virtual or actual). ▪ Ability to review and analyse information within the Investigator’s report. ▪ Appropriate involvement of adult at risk, advocate witnesses and source of harm. 	

Staff Group B:

Provided evidence must be pertinent and proportionate to role	Completed
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Legislation, Policy and Procedures	
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12. Awareness and application of legislation, local and national policy and procedural frameworks.

This includes:

- Working to local and national guidance in Safeguarding within an appropriate legal policy and professional context.
- Critical understanding on the levels, thresholds or pathways of investigating in response to a 'Safeguarding referral' and the requirements of gathering initial information.
- Using legislation where immediate action may be required, e.g. Section 4 of the Mental Health Act 1983 or urgent authorisation under Deprivation of Liberty Safeguards
- Knowing what legislation/policy informed a specific piece of work and why. Including but not limited to:
 - Mental Capacity Act (Section 44)
 - Care Act 2014
 - Deprivation of Liberty Safeguards (DOLS)
 - Human Rights Acts 1998
 - Sexual Offences Act 2003
 - Police and Criminal Evidence Act 1984
 - Fraud Act 2006 (Section 4)
 - Care Standards Act 2000 (Section 23)
 - Court Protection MCA (Section 15)
 - Independent Safeguarding Authority (ISA)
 - Multi-Agency Public Protection Arrangements (MAPPA)
 - Multi-Agency Risk Assessment Conference (MARAC)
 - Equalities Act 2010
 - Domestic Violence, Crime and Victims Act 2012
- Using alternative policy and legislation to support preventative strategies e.g. carer support and community safety processes.
- Understanding how policy/legislation can have the potential to be used oppressively e.g. Mental Capacity Act, Best Interest Decisions may conflict with Human Rights (Article 3).

Knowledge and Skills	
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13. Demonstrates skills and knowledge to contribute effectively to the safeguarding process.

This includes:

- Describing the potential impact of abuse on adults at risk, the staff or individuals who are alleged to have committed abuse and the informal carer who may have raised the alarm.
 - Knowledge of specific forms of risk - self neglect, fire safety, domestic violence.
 - Describing when emergency protection plans may be required.
 - Risk assessment and management plans.
 - Knowledge of prevention and early intervention.
 - Understanding the different roles and responsibilities of the different agencies involved in investigating allegations of abuse.
 - Knowledge of anti-social behaviour, human trafficking/modern slavery, so called 'honour based violence', forced marriage and Female Genital Mutilation.
 - Knowledge of resilience factors and how these might interact with Safeguarding
 - Knowledge of how abuse may affect individuals' decision-making processes, e.g. domestic abuse.
 - Describing the purpose of a planning meeting/discussion, and how to contribute to this and any subsequent enquiry plan.
- Describing the purpose of a Safeguarding outcomes meeting, and how to contribute to this and any subsequent protection plan.

Safeguarding Adults: Professional Competency in Strategic Management and Leadership of Safeguarding Services

Staff Group C (Decision Makers/NHS Level 4)

Function - Making decisions about actions and next steps, chairing meetings and supervising staff undertaking safeguarding enquiries.

Including but not limited to: Strategic Managers such as Service Managers, Independent Chairs, Operations Managers, Heads of Assessment and Care Management, etc. will be able to:

Staff Group C:	
Provided evidence must be pertinent and proportionate to role	Completed
Develop and Promote	
<p>14. The provision of training and supervision to develop and promote Adult Safeguarding.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ Appropriate and proportionate safeguarding activity. ▪ Risk assessment and management. ▪ Practice which is consistent with Making Safeguarding Personal guidelines. ▪ Prevention and early intervention. ▪ Information sharing duties and powers. ▪ Understanding multi-agency roles and responsibilities and ensuring these are met. ▪ Multi-agency safeguarding awareness within appropriate legal, policy and professional context. ▪ Legal powers and remedies. ▪ Understanding appropriate legislation including but not limited to: <ul style="list-style-type: none"> - Mental Capacity Act 2005 - Deprivation of Liberty Safeguards ▪ Awareness of updated protocols and following/implementing them ▪ Understanding of specific types of abuse including: <ul style="list-style-type: none"> - Self neglect - Domestic violence - Anti social behaviour - Human trafficking/modern slavery - Forced marriage - So called 'Honour based violence' - Female Genital Mutilation ▪ Interpersonal skills and addressing difficult conversations. ▪ Evidence gathering and interview skills. ▪ Recording and defensible decision making. ▪ Court skills and the provision of credible testimony in court. ▪ Auditing and monitoring. 	
Engage	
<p>15. Robust inter-agency and multi-agency systems to promote best practice.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ Understanding national policy and procedures and how these relate to the development and application of local Safeguarding policy and procedures in a multi-agency context. ▪ Ensuring necessary policy and procedures are in place to support supervisory and reflective practice. ▪ Ensuring prevention strategies are in place ▪ Challenging poor practice. ▪ Demonstrating effective training and CPD activity is commissioned to support the development of Safeguarding Adult services. ▪ Carrying out effective monitoring and auditing. 	

Staff Group C:

Provided evidence must be pertinent and proportionate to role	Completed
Support	
<p>16. Support the development of robust internal systems to provide a consistent, high quality Safeguarding Adults service.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ Ensuring workforce has necessary skills and knowledge to work effectively. ▪ Ensuring effective training, policy and procedures are in place to support effective risk and decision making in practice. ▪ Ensuring supervisors are suitably trained to carry out the supervisory role. ▪ Ensuring supervision is carried out regularly to support Safeguarding activity. ▪ Supporting 'whistleblowing' policy and procedures. ▪ Monitoring Safeguarding systems. 	
<p>17. Chair Safeguarding Adults meetings or discussions.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ Working in line with local policy and procedures and chair strategy meetings where it is deemed a senior manager is most appropriate, e.g. large scale inquiries or sexual offences. ▪ Consulting with line management and being accountable. ▪ Providing supervision and opportunities for reflective practice. 	
<p>18. Ensure record systems are robust and fit for purpose.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ Understanding the Safeguarding Adult Review Process. ▪ Working within the Learning and Review Framework. ▪ Demonstrating established systems to support good practice Including but not limited to: <ul style="list-style-type: none"> - Maintaining records - Protection plan monitoring - Time management, e.g. investigators report ▪ Ensuring appropriate record keeping of Safeguarding Adults meetings, e.g. minute taking. ▪ Implementing audit and inspection regimes. 	

Staff Group D: (Governance and Board Roles/NHS Level 5)

Function - To scrutinise Adult Safeguarding work and to challenge and hold the organisation and safeguarding partnership to account.

Including but not limited to: Executive and Senior Managers, Chief Executive, Owner/Manager, Head of Service, Local Safeguarding Adult Boards and above will be able to:

Staff Group D:

Provided evidence must be pertinent and proportionate to role	Completed
Lead	
<p>19. Lead the development of effective policy and procedures for Safeguarding Adult services in your organisation.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ Providing leadership for the workforce, stating clear aims and objectives in Safeguarding Adults. ▪ Effectively communicating a proactive approach to Safeguarding Adults within your organisation. ▪ Understanding the legal, policy and professional context for safeguarding. ▪ Understanding and responding effectively to Care Act 2014 statutory duties. ▪ Implementing the Making Safeguarding Personal guidance. ▪ Being able to account for your organisation's practice. ▪ Providing scrutiny of key processes and responding to key questions. ▪ Providing effective strategic leadership for safeguarding internally. ▪ Providing effective strategic leadership for safeguarding as a partnership. ▪ Ensuring 'whistleblowing' systems are in place. ▪ Understanding the respective roles and responsibilities of partners. ▪ Strategic understanding of the scope of Safeguarding services across the whole organisation. ▪ Working in partnership with a range of agencies to promote Safeguarding Adult services. ▪ Working with partner agencies to develop a consistent intra- and inter-agency approach to Safeguarding Adults. ▪ Ensuring contractual arrangements with service providers adhere to Safeguarding Adults policy and procedures. ▪ Holding local agencies to account for their safeguarding work. 	
Strategic planning in line with SABs	
<p>20. Ensure plans and targets for Safeguarding Adults are embedded at a strategic level across your organisation.</p> <p>This includes:</p> <ul style="list-style-type: none"> ▪ Ensuring serious cases are reviewed and lessons are learnt. ▪ Being aware of the findings from serious Safeguarding Adults Reviews and any implication for service delivery in respect of Safeguarding Adults in your organisation. ▪ Ensuring learning is applied in practice. ▪ Promoting the role of the Local Safeguarding Adults Board. ▪ Implementing Safeguarding Adult Reviews. ▪ Embedding the Care Act 2014 safeguarding provisions and statutory duties. ▪ Promoting person-centred and outcome-based approaches. ▪ Actively engaging in and having comprehensive knowledge of CQC inspections and findings and how these will be implemented to support service development in your organisation. ▪ Embedding sector-led improvement frameworks. ▪ Promoting Peer Challenge. ▪ Embedding the Quality Assurance Framework. ▪ Embedding the Learning and Review Framework. ▪ Promoting collaborative partnerships to underpin the roles and responsibilities of partners. ▪ Ensuring internal audit systems are robust. ▪ Implementing board governance arrangements. 	

Staff Group D:

Provided evidence must be pertinent and proportionate to role	Completed
Develop and Promote	
<p>21. Develop and maintain systems to ensure the involvement of those who use your services in the evaluation and development of your Safeguarding Adults services.</p> <p>This includes:</p> <ul style="list-style-type: none">▪ Providing evidence of how patients, service users, carers and customers are involved in Safeguarding activity.▪ Ensuring service users, patients, carers and customers are supported and involved in all aspects of activity, and that their feedback impacts upon service plans, locality action plans and the delivery of Safeguarding.	
<p>22. Promote awareness of Safeguarding Adults systems within your organisation and outside of your organisation.</p> <p>This includes:</p> <ul style="list-style-type: none">▪ Publicising and promoting Safeguarding policy and procedures.▪ Identifying the systems and structures in place that are used to raise awareness of Safeguarding Adults at a local and national level.	

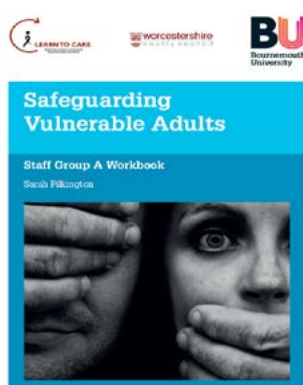
Safeguarding Adults at Risk Resources

Safeguarding Vulnerable Adults - Staff Group A Workbook

This workbook provides the information and training needed to establish the minimum standard of competence required of those who work with adults.

The National Competency Framework for Safeguarding Adults and this workbook, used together, enables employers and employees to establish consistency in approach to Safeguarding Adults.

The workbook will enable employees to demonstrate competence in their practice in a way that is in line with their occupational role and responsibilities.



Safeguarding Adults at Risk of Harm - Staff Group B Workbook

Practice in this safeguarding adults requires a high level of skill and knowledge as professionals seek to Safeguard those most vulnerable and at risk of harm in society, whilst also striving to protect individual's rights to live their lives as they choose. This will often involve striking a balance between support and control, liaising with a wide range of professionals and people

who use services and their families, offering a professional judgment on a complex situation whilst managing high levels of risk.

This book should be used alongside the National Competency Framework for Safeguarding Adults.



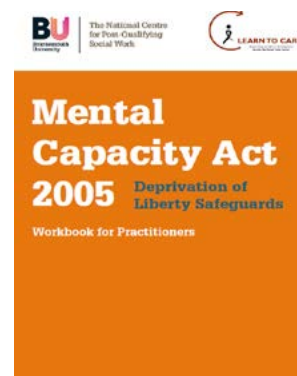
Safeguarding Adults at Risk of Harm - Staff Group C & D Workbook

This is the final workbook in the Safeguarding series produced by Bournemouth University on behalf of Learn to Care, the professional association of workforce development managers in local authorities.

This workbook seeks to assist strategic and operational managers to benchmark existing knowledge and understanding of safeguarding adults at risk of harm and stimulate further investigation as appropriate. The National Competency Framework for Safeguarding Adults and this workbook, used together, enables employers and employees to establish consistency in approach to Safeguarding Adults.



Mental Capacity Act 2005 Workbook for Practitioners



This flip reverse workbook on the Mental Capacity Act 2005 and the Deprivation of Liberty Safeguards has been designed and developed by the National Centre for Post-Qualifying Social Work at Bournemouth University in partnership with Learn to Care, the professional association of workforce development managers in local authorities.

This is an accessible and informative workbook, packed full of case studies, activities and advice about the Mental Capacity Act 2005. We hope it will support practitioners to improve their professional practice and develop their knowledge and skills within key legislative and ethical frameworks

Contact details

We are able to offer a single point of contact for all questions and enquiries regarding all the educational programmes we administer. Our contact details are below:

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