

Joint Children's and Adult's Competency Framework

Introduction

This competency framework is intended to be a **working tool** to help organisations to assess the training, learning and developmental needs for their staff¹. Staff groups will differ in terms of their role, level of responsibility, degree and type of contact with children and adults - this document identifies the levels of competency they will need to effectively safeguard children² and adults at risk.

This framework applies to both the safeguarding of children and adults at risk and has been agreed by both the Local Safeguarding Children's Board and the Solihull Safeguarding Adults Board. These competencies have been assessed against the competency frameworks of professional bodies and are consistent with them – the Intercollegiate document (2010) levels are specifically referenced in this framework which relate to competencies for safeguarding children.

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

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

This **joint** framework is intended to highlight a '**think family**' approach to working with individuals and families so that staff have the required skills and knowledge to confidently recognise and respond to the safeguarding needs of children/young people and adults at risk – and to be aware of where these needs cross over. The framework illustrates that having competencies in, for example children's safeguarding, does not necessarily equate to high level competencies in safeguarding adults at risk – and vice versa.

Both the Local Safeguarding Children's Board and the Solihull Safeguarding Adults Board have training and development officers who would be pleased to offer organisations advice and guidance on the use of this framework if required.

¹ The term 'staff' also includes volunteers

² The terms 'child' and 'children' in this framework refers to anyone who has not yet reached their 18th birthday

Joint Children's and Adult's Competency Framework

Foundation Level

Applicable Roles: Those working in an agency with a statutory duty to safeguard; those whose work brings them into contact with children, adults who are parents/carers and/or adults who might be at risk of harm - this includes those working in the statutory, voluntary, community or independent sectors. **Examples of roles:** Librarians; receptionists; all SMBC staff; leisure centre staff.
Relates to Intercollegiate document level: 1

Competencies for those working with children & adults who are parents/carers	Competencies for those working with adults	Delivery methods			
<ul style="list-style-type: none"> • Be aware of the importance of child-centred safeguarding practice • Understand the relevance of diversity factors (e.g. culture, language) when working with individuals and families • Recognise what constitutes abuse and neglect of children • Recognise a child who may need safeguarding, including signs and indicators of harm • Be aware of the policies and procedures to be followed if there are any safeguarding concerns 	<ul style="list-style-type: none"> • Be aware of the importance of person-centred safeguarding practice • Understand the relevance of diversity factors (e.g. culture, language) when working with individuals and families • Recognise what constitutes abuse and neglect of adults at risk • Recognise an adult at risk who may need safeguarding, including signs and indicators of harm • Be aware of the policies and procedures to be followed if there are any safeguarding concerns 	Single agency responsibility for foundation level training - advice available Taught sessions; e-learning; leaflet; LSCB & SSAB procedures			
		<table border="1"> <thead> <tr> <th data-bbox="1686 1074 2047 1121">Recommended Frequency</th> </tr> </thead> <tbody> <tr> <td data-bbox="1686 1121 2047 1233">Foundation level training to be completed within 4 weeks of commencing work-role.</td> </tr> <tr> <td data-bbox="1686 1233 2047 1295">Refresher every 2 years</td> </tr> </tbody> </table>	Recommended Frequency	Foundation level training to be completed within 4 weeks of commencing work-role.	Refresher every 2 years
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Level 1

Applicable Roles: Those in regular contact with, or have a period of intense but irregular contact with children, adults who are parents/carers and/or adults who might be at risk of harm; those who may be in a position to identify welfare concerns including neglect and abuse. **Examples of roles:** clinical staff; GP receptionists; housing staff; grounds or domestic staff; Police and Fire Service, faith group staff; school/college personnel; sports development staff; youth workers; care assistants; lunch club workers; trustees and elected members. **Relates to Intercollegiate document levels: 2 & 3**

Competencies for those working with children & adults who are parents/carers	Competencies for those working with adults	Delivery methods
<p>As in Foundation and additionally:</p> <ul style="list-style-type: none"> • Recognise how own values, beliefs and attitudes influence own judgements in safeguarding work • Knowledge of child development • Ability to identify the child's needs, parent/carers capacity to meet needs and the impact of wider environmental factors • Ability to recognise risk and vulnerability indicators including e.g. the impact of parental physical/mental health; domestic abuse; substance misuse on the well-being of children • Know the main legislation, policies, guidance and local procedures and act in accord with these frameworks - within the worker's role and responsibilities 	<p>As in Foundation and additionally:</p> <ul style="list-style-type: none"> • Recognise how own values, beliefs and attitudes influence own judgements in safeguarding work • Knowledge of developmental life-stages • Ability to identify the needs of the adult at risk and the impact of wider environmental factors • Ability to recognise risk and vulnerability indicators • Know the main legislation, policies and local guidance and act in accordance with these frameworks - within the worker's role and responsibilities • Understand the factors which might impair parenting capacity of an adult at risk and support assessment and interventions by 	<p>Single agency responsibility for training – advice available.</p> <p>Taught session or e-learning for adult safeguarding</p> <p>Safeguarding module in NVQ / QCF Vocational Qualification – Level 2</p> <p style="text-align: center;">Recommended Frequency</p>

Appendix 2

<ul style="list-style-type: none"> • Understand the needs and legal position of young people, including need to support a transition to adult services • Recognise the barriers that exist which serve to inhibit disclosure of harm • Support children to express their concerns and take this information forward using agency and inter-agency policies and procedures • Understand the need to work in partnership and with respect with service users • Ability to seek advice and/or refer to a supervisor or designated person if a safeguarding concern is identified • Knowledge of when and how to share relevant information with other agencies and professionals • Know how to effectively record concerns, distinguishing between observation, fact, opinion and information gained from others • Recognise the potential personal impact on self of doing safeguarding work and seek support and supervision as needed 	<p>safeguarding children services</p> <ul style="list-style-type: none"> • Recognise the barriers that exist which serve to inhibit disclosure of harm • Support adult's at risk to express their concerns and take these forward using agency policies and procedures. • Understand the need to work in partnership and with respect with service users. • Ability to seek advice and/or refer to a supervisor or designated person if a safeguarding concern is identified • Knowledge of when and how to share relevant information with other agencies and professionals • Know how to effectively record concerns, distinguishing between observation, fact, opinion and information gained from others • Recognise the potential personal impact on self of doing safeguarding work and seek support and supervision as needed • Understand needs and legal position of young people aged 16-18 and transition between cyp and adult service frameworks 	<p>Within 16 weeks of commencing employment</p> <p>Refresher every 3 years</p>
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Level 2

Applicable Roles: Those who predominantly work with children, their parents/carers and adults at risk; designated or lead professionals who contribute to multi-agency safeguarding assessments and inquiries. Applicants must have completed Level 1 safeguarding training. **Examples of roles:** Social workers; clinical staff; residential and day centre staff; early years staff; youth workers; education staff; leisure/sports officers; Youth Offending Team staff; Probation staff; housing officers; Police, Fire and Ambulance staff; managers; staff working with those who have learning disabilities, mental health difficulties, experience domestic abuse or have alcohol or substance dependencies. **Relates to Intercollegiate document levels: 3 & 4**

Competencies for those working with children & adults who are parents/carers	Competencies for those working with adults	Delivery methods
<p>As in Level 1 and additionally:</p> <ul style="list-style-type: none"> • Ability to establish purposeful relationships with children and their parents/carers through effective communication and engagement; skills in listening and building empathy • Ability to ensure the views of children and their families/carers are central to all safeguarding children processes • Awareness of roles and remit of Local Safeguarding Children Board member agencies and the availability of local resources and services • Ability to work with key agencies and to understand the value and benefits of effective multi-agency working • Ability and willingness to constructively challenge processes or decisions so that 	<p>As in Level 1 and additionally:</p> <ul style="list-style-type: none"> • Ability to establish purposeful relationships with adults at risk and their families/carers through effective communication and engagement; skills in listening and building empathy • Ability to ensure the views of adults at risk and their families/carers are central to all safeguarding adults processes • Awareness of roles and remit of Solihull Safeguarding Adult Board member agencies and the availability of local resources and services • Ability to work with key agencies and to understand the value and benefits of effective multi-agency working • Ability and willingness to constructively challenge processes or decisions so that the 	<p>Children's Workforce: 2 day LSCB safeguarding children training; half day refresher course</p> <p>Health professionals may meet these competencies by attending in-house safeguarding training (L3 Intercollegiate).</p> <p>Health professionals who routinely contribute to multi-agency safeguarding work e.g. as a member</p>

<p>children's safety and welfare is promoted</p> <ul style="list-style-type: none"> • Understanding of legislation, policies and procedures and the processes involved in safeguarding children • Ability to apply theory and research to practice when working with children and families • Ability to gather and share information within the multi-agency network • Ability to assess family functioning and take a comprehensive family history using this information to analyse risk and support decision making about a child's safety • Ability to lead/contribute to multi-agency assessment, investigation and protection planning processes • Ability to participate in reflective supervision and utilise learning from Serious Case Reviews and national research 	<p>safety and welfare of adults at risk is promoted</p> <ul style="list-style-type: none"> • Understanding of legislation, policies and procedures and the processes involved in safeguarding children; ability to work in accordance with these frameworks • Ability to apply theory and research to practice when working with adults at risk • Ability to gather and share information within the multi-agency network • Ability to lead/contribute to multi-agency assessment, investigation and protection planning processes 	<p>of a Core Group should attend LSCB training. Adult Workforce: 2 day Core safeguarding adults training</p> <p>Topic based courses as relevant to roles and responsibilities.</p> <p>Safeguarding module within NVQ / QCF Vocational Qualification – Level 3.</p> <p style="text-align: center;">Recommended Frequency</p> <p>Within 16 weeks of commencing employment</p> <p>Refresher every two years</p>
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Level 3

Applicable Roles: Those in roles with particular safeguarding responsibilities (for children or adults) including contributing, co-ordinating or managing safeguarding inquiries/investigations, participating in Conferences and making/implementing protection plans. This includes supervisors and managers of staff undertaking these roles. Applicants must have completed Level 1 and preferably Level 2 training. **Examples of roles:** Health, education, police and social work professionals who have a lead role in safeguarding; designated safeguarding leads in agencies; managers and supervisors of these roles. **Relates to Intercollegiate document levels: 4, 5 & 6**

Competencies for those working with children & adults who are parents/carers	Competencies for those working with adults	Delivery methods
<p>As in Level 2 and additionally:</p> <ul style="list-style-type: none"> • Ability to reflect on practice, recognise own contribution to effective safeguarding of children and take responsibility to develop knowledge and skills • Knowledge of wider forms of child abuse, for example child sexual exploitation and trafficking • Ability to manage complex cases • Ability to apply legislation/legal powers and use research and findings from audits and serious case reviews to inform practice • Skill in assessing the impact of parental difficulties (e.g. domestic abuse, mental ill health and substance misuse) on the child's health and development and that of parenting capacity • Skills to complete detailed risk assessments • Ability to plan and deliver interventions to support improved outcomes for children 	<p>As in Level 2 and additionally:</p> <ul style="list-style-type: none"> • Ability to reflect on practice, recognise own contribution to effective safeguarding of adults at risk and take responsibility to develop knowledge and skills • Knowledge of wider forms of adult abuse, for example self-neglect, hate crime, doorstep crime • Ability to manage complex cases • Ability to apply legislation/legal powers and use research and findings from audits and serious case reviews to inform practice • Skill in understanding the impact of family/carers difficulties (e.g. domestic abuse, mental ill health and substance misuse) on the adult at risks health and wellbeing • Skills to complete detailed risk assessments • Ability to plan and deliver interventions to 	<p>Topic based training</p> <p>Periodic briefings</p> <p>Conferences</p> <p>Safeguarding module within NVQ / QCF Vocational Qualification – Level 4 & 5 (adults workforce)</p> <p style="text-align: center;">Recommended Frequency</p> <p>Within 16 weeks of commencing employment</p>

<p>Additional competencies for some roles:</p> <ul style="list-style-type: none"> • Lead or oversee safeguarding quality assurance and improvement processes • Provide reflective safeguarding supervision for workers • Contribute as a member of a safeguarding team to the development of robust internal safeguarding policies, guidelines and protocols • Provide specialist advice to practitioners including clarification about policies, legal issues and management of safeguarding cases • Ability to work with partners in other agencies to conduct safeguarding training needs analyses and to commission, plan, design, deliver and evaluate single and interagency training • Ability to undertake safe recruitment practices 	<p>support improved outcomes for adults at risk</p> <p>Additional competencies for some roles:</p> <ul style="list-style-type: none"> • Lead or oversee safeguarding quality assurance and improvement processes • Provide reflective safeguarding supervision for workers • Contribute as a member of a safeguarding team to the development of robust internal safeguarding policies, guidelines and protocols • Provide specialist advice to practitioners including clarification about policies, legal issues and management of safeguarding cases • Ability to work with partners in other agencies to conduct safeguarding training needs analyses and to commission, plan, design, deliver and evaluate single and interagency training • Ability to undertake safe recruitment practices 	<p>Annual Level 3 training</p>
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Level 4

Applicable Roles: Those with supervisory responsibilities for staff undertaking safeguarding work; managers and strategic leads in multi-agency organisations. Applicants must have completed Level 1 and preferably training at Levels 2 and 3. **Examples of roles:** Professional advisors; operational managers; designated safeguarding leads; heads of service; directors, trustees, Board members. **Relates to Intercollegiate document levels: 5 & 6**

Competencies for those working with children & adults who are parents/carers	Competencies for those working with adults	Delivery methods
<p>As in Level 3 and additionally:</p> <ul style="list-style-type: none"> • Knowledge and skill in identifying professional support and development needs for staff/supervisee's to enable sound safeguarding practice • Ability to provide reflective supervision as a core mechanism for child protection planning • Skill and ability to enable workers to develop analytical skills and critical reflective thinking • Ability to challenge practice and question the evidence base for practice by ensuring shared knowledge of current theory, research and legislation • Ability to lead and manage services including ensuring effective safeguarding, development of policy/procedures and quality assurance processes • Demonstrate in depth knowledge of national standards and strategies to safeguard children with particular reference to own specialist area 	<p>As in Level 3 and additionally:</p> <ul style="list-style-type: none"> • Knowledge and skill in identifying professional support and development needs for staff/supervisee's to enable sound safeguarding practice • Ability to provide reflective supervision as a core mechanism for protection planning for adults at risk • Skill and ability to enable workers to develop analytical skills and critical reflective thinking • Ability to challenge practice and question the evidence base for practice by ensuring shared knowledge of current theory, research and legislation • Ability to lead and manage services including ensuring effective safeguarding, development of policy/procedures and quality assurance processes • Demonstrate in depth knowledge of national standards and strategies to safeguard adults at 	<p>Training courses</p> <p>Conferences</p> <p>Workshops</p> <p>Board Development events</p>
		Recommended Frequency
		<p>Within 16 weeks of commencing employment</p> <p>Annual Level 4 training</p>

<p>of knowledge</p> <ul style="list-style-type: none"> • Ability to self reflect and make use of learning opportunities <p>Additional competencies for some roles:</p> <ul style="list-style-type: none"> • Demonstrates regular participation in the development of practice and policy in own specialist area including on behalf of and with professional organisations. • Ensure that safeguarding is embedded at a strategic level across the agency and organisation including by meeting regulatory requirements • Ability to work strategically and collaboratively with partner agencies to promote awareness of safeguarding children and importance of multi-agency interventions • Develop methods to ensure the involvement of service users in developing children’s safeguarding services 	<p>risk with particular reference to own specialist area of knowledge</p> <ul style="list-style-type: none"> • Ability to self reflect and make use of learning opportunities <p>Additional competencies for some roles:</p> <ul style="list-style-type: none"> • Demonstrates regular participation in the development of practice and policy in own specialist area including on behalf of and with professional organisations • Ensure that safeguarding is embedded at a strategic level across the agency and organisation including by meeting regulatory requirements • Ability to work strategically and collaboratively with partner agencies to promote awareness of safeguarding adults and importance of multi-agency interventions • Develop methods to ensure the involvement of service users in developing Safeguarding Adults services 	
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