



Norfolk Safeguarding Children Partnership

Safeguarding Children Competencies Document 2019

Stage 1 - The general public

Competencies	Types of Training
<ul style="list-style-type: none">• Recognise that something is concerning/makes you feel uneasy.• Know who to contact to report this: NSPCC, Police, MASH	Leaflets Booklets Posters NSPCC campaigns Number to call prominent on websites Newsletters Curriculum and programmes of work within schools Visitors badges where appropriate – e.g. schools, hospitals
	Example Roles Not applicable

Stage 2 - General workforce

Competencies	Types of Training
<p>Stage 1 competencies</p> <p>Recognise abuse can be perpetrated or experienced by work colleagues.</p> <p>Know who to talk to in your organisation if you have concerns.</p> <p>Have confidence in voicing concerns.</p> <p>Understand where to take concerns next.</p>	<p>As stage 1</p> <p>In house learning hour</p> <p>Introductory E-learning</p> <p>Employment pack information</p> <p>Information on intranet systems</p> <p>Team meetings</p> <p>HR information</p>
	<p>Example Roles</p> <p>Administrative staff</p> <p>Non-public facing roles</p> <p>Office workers</p>

Stage 3 - In your role, you may have contact with the general public including children, young people and families. This includes making general visits to homes.

Competencies	Types of Training
<ul style="list-style-type: none"> • Stage 1 and 2 competencies • Understand vulnerabilities and the potential impact of these including child abuse, domestic abuse, adult abuse, mental health, learning disabilities. • Understand your responsibility to report. • Know your organisational procedure for reporting concerns including named safeguarding lead. • Know who to talk to, if you are still concerned. • Know how to get help for yourself. • 	<p>As stage 1 and 2 Face to face basic children / adult safeguarding training (2-3 hours) delivered within the organisation. Prevent training</p>
	<p>Example Roles</p> <p>Tourist Information Officer Retail staff (including charity shops) Home delivery drivers Library officers Plumbers, electricians and other tradesmen Business Support Staff (if they have contact with the general public) Research and Information Officer Receptionists Housing Assistant Planning Enforcement Officer Media and Communications staff Intercollegiate level 1 staff Policy Development Support Officer Fundraisers Commissioning Officers Education staff, including school volunteers.</p>

Stage 4 – Staff who will have some degree of contact with children, young people, families and adults in need of care and support as part of their role; including those who would be accessing homes.

Competencies	Types of Training
<ul style="list-style-type: none"> • Stage 1-3 competences. • Understand what is meant by safeguarding and promoting the welfare of children and adults in need of care and support, and the different ways in which they can be harmed. • Have an awareness of potential indicators of harm to children, young people and adults in need of care and support. • Have an awareness of specific vulnerabilities (such as disability) and know what factors increase vulnerabilities. • Understand the process within your organisation for sharing your concerns with a safeguarding lead and when to share your concerns. • Understand your own role and responsibilities, and those of others, in relation to safeguarding and promoting the welfare of children and adults in need of care and support. • Understand the need for information sharing and accurate recording of concerns regarding children and adults in need of care and support. • Know when and how to respond to immediate safety issues in relation children or adults with care and support needs • Know what to do if you feel your concerns are not taken seriously. • Be curious to what is happening and be able to question further if something does not feel ‘right’ or if someone is being evasive. • Know what your role is in relation to safeguarding and know where it stops. 	<p>As stage 1-3 Full day in-house safeguarding children / adults training Specific topic-based training such as child sexual exploitation, domestic abuse (as required) Signs of Safety briefings</p>
	<p>Example Roles</p> <p>Housing Officers Estate Managers Intercollegiate Level 2 staff Teachers and other school staff Learning Support Assistants Nursery workers Community Development Staff Employment Advisors Benefits Advisors Neighbourhoods that Work Coordinators Project staff Restorative Approaches staff Taxi drivers</p>

Stage 5 - Managers of staff in roles that cover stages 2-4

Competencies	Types of Training
<ul style="list-style-type: none"> • As in competencies 1 - 4 • Know your organisation’s safeguarding policies and procedures. • Ensure staff are trained appropriately and routinely check understanding. • Know the escalation policy. • Know who to contact outside of your organisation. • Know how to support the staff member making a referral or raising a concern. • Know the basic principles and procedures for information sharing and recording. • 	<p>As stage 1-4 Supervision training – face to face Information sharing in safeguarding (could be online) Management Training</p>
	<p>Example Roles</p> <p>Area Housing Manager Community Safety Manager Library Managers Service Business Manager Office Manager Retail Managers Intercollegiate Level 2 Designated Safeguarding Leads in community-based clubs and societies</p>

Stage 6 - Will provide direct support/interventions for children, young people, families and vulnerable adults as part of their role

Competencies	Types of Training
<ul style="list-style-type: none"> • Stage 1-4 competences. • Understand your role and responsibilities within safeguarding. • Be aware of and understand current legislation that underpins your work. • Able to recognise possible signs of abuse. • Use a child and family focused approach. • Know when and how to share information appropriately to ensure the welfare of the child. • Know what contributes to abuse and how behaviours affect children, young people and adults. • The impact of behaviours on parenting capacity. • Able to contribute to multi-agency meetings. • Participate actively in formulating safeguarding plans. • Be able to communicate effectively with children and young people to ensure their lived experience is understood and their voice is heard. • Know how to make safeguarding personal. • Able to have difficult conversations. • Expectation of professional curiosity. • Able to work effectively with other professional colleagues, in an open and honest way respecting the skills and knowledge of others. • Able to challenge other professionals appropriately. • Able to manage professional differences and know how to escalate if necessary. • Understand typical child development and family function (Children’s workforce). 	<p>As stage 1-4</p> <ul style="list-style-type: none"> Multi-agency Safeguarding children/adult training Safeguarding refresher training Peer learning NSCP training Conference attendance Topic based learning – CSA, CSE, Domestic Abuse, Neglect Accessing further reading and information Child Development (including adolescent development) Signs of Safety (2-day training – 5-day optional)
	<p>Example Roles</p> <ul style="list-style-type: none"> Educational Psychologists Parent Support Advisers Project Workers Youth Workers Support Workers Social Workers level 1 & 2 Intercollegiate Level 3 CAFCAS Family Court Advisors Residential children’s practitioners Outreach workers Youth Justice staff Instructor Family Practitioners Family Focus Workers

<ul style="list-style-type: none">• Complete holistic assessments: able to identify what is going well, what we are worried about, complicating factors and what needs to happen next.• Follow the NSCP/NSAB policies and procedures.• Maintaining up to date safeguarding knowledge including learning from SCR's and SAR's particularly Norfolk focused reviews; understanding national themes, current evidence-based practice and embed this into frontline delivery• Know the procedures for LADO and whistle-blowing within your own organisation.• Know how to report concerns about a colleague.• Able to reflect on own practice and learn from previous experiences.• Be aware of differences around consent between concerns around children vs concerns about adults with care and support needs• Work within the Signs of Safety/MSP frameworks - understanding the frameworks as a model for working not just as a tool.• Keeping up to date with current Norfolk and national safeguarding guidance and legislation.• Have more in depth knowledge on wider safeguarding issues e.g.:<ul style="list-style-type: none">• Domestic Violence• CSE• CSA• Radicalisation•	<p>Counsellors and therapists Direct delivery staff Education Designated Safeguarding Leads Headteachers</p>
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Stage 7 - Supervisors, Managers and Designated Leads who provide support to those who do direct work.

Competencies	Types of Training
<ul style="list-style-type: none"> • Stage 6 competences • Give reflective supervision. • Know how to encourage professional curiosity. • Know how to encourage staff to hold the child at the centre of practice/make safeguarding personal. • Able to create a learning culture. • Ensure and routinely test that staff are trained appropriately. • Can check staff are demonstrating use of observation skills. • Embed the Thematic Framework. • Know how to deal with complaints related to safeguarding practice. 	<p>As stage 6 Safeguarding Supervision Training Job shadowing Peer support</p> <p>Other training options Solution Focussed Practice Training Appreciative Enquiry Training Family Finder Training</p>
	<p>Example Roles</p> <p>Assessment Team Manager Child and Family Therapeutic Team Manager Independent Reviewing Officers Principial Educational Psychologist Early Help and Family Focus Manager Family Court Advisor Manager Project Manager Designated Safeguarding Leads in schools, colleges, District Councils and large voluntary sector organisations Intercollegiate Level 3 Education Designated Safeguarding Leads Headteachers</p>

Stage 8 - Have strategic roles and responsibilities for safeguarding e.g. Principal, Designated, Named or Lead Professional in their organisation.

Competencies	Types of Training
<ul style="list-style-type: none"> • Stage 6 competences. • Holding the child centre at all times and ensure their voice is heard at all levels. • Work within a strengths-based approach. • Be accountable for specialist roles and responsibilities. • Know the functions and accountabilities of the NSCP. • Engage in the work of the NSCP and drive forward the Norfolk safeguarding agenda promoting priorities within and across sectors. • Be able to contribute to the development of safeguarding policy, practice and knowledge within Norfolk. • Be able to share and apply best practice within Norfolk. • Know how to undertake and contribute to SCR's on behalf of their organisation. • Be able to provide specialist advice and guidance across the workforce. • Be able to support the workforce in resolving disagreements and in challenging poor practice. • Know how to lead service reviews. • Be able to know how to implement and audit the effectiveness of safeguarding services on an organisational level. • Be able to contribute to peer to peer and multi-agency audits to ensure cross sector effectiveness in safeguarding. • Be able to work effectively with colleagues at a strategic level county wide. • Be responsible for assuring the quality of safeguarding improvement processes. 	<p>As stage 6 - 7</p> <p>Safeguarding Supervision Training Job shadowing Peer support</p> <p>Other training options Solution Focussed Practice Training Appreciative Enquiry Training Family Finder Training</p>
	<p>Example Roles</p> <p>Intercollegiate Levels 4 and 5 Head of Social Work Principal Child and Family Social Worker NSCP Board Manager NSCP Workforce Development Officer Head of Youth Offending Service Head of Localities Assistant Directors Senior Executives of children, young people and family focussed organisations Designated Leads of statutory organisations, such as CAFCASS, CRC and Probation</p>

<ul style="list-style-type: none"> • Able to digest and synthesise policy, legislation etc for frontline staff. • Supporting frontline staff with current best practice and evidence relevant to their professional role. • Supporting and encouraging the use of reflection amongst the workforce. • Be able to deliver training and learning opportunities as required. • Lead on LADO procedures for own organisation. 	
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Stage 9 – Leaders and those with a governance role in their organisation.

Competencies	Types of Training
<ul style="list-style-type: none"> • Stage 1 - 3 competencies. • Broad overview of your organisation’s safeguarding responsibilities • Knowledge of the legal duties of safeguarding and how it applies to your organisation • Ability to scrutinize how safeguarding is implemented in your organisations • Understanding of the potential risks to all stakeholders in the delivery of the services of your organisation 	<p>As stage 1 - 3 Training relevant to your governance role</p>
	<p>Example Roles</p> <p>Trustees / Board members School Governors Elected Members Chief Executives of statutory organisations Chief Executives of organisations that are not focussed solely on services to children, young people and families Non-executive directors</p>