

Southend, Essex and Thurrock Safeguarding Adults Learning and Development Framework



SOUTHEND
Safeguarding
Partnership
ADULTS



**Essex Safeguarding
Adults Board**



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Introduction

The Care Act 2014 gives Safeguarding Adult Boards (SAB) the responsibility to ensure that learning and development opportunities in their local area are effective and appropriate. This document sets out competence levels for a range of staff groups to ensure that Southend, Essex and Thurrock have a skilled multi-disciplinary workforce that is able to recognise abuse and neglect, prevent it where possible, and act swiftly and proportionately when abuse or neglect does occur.

One of the ways that we can do this is to ensure that all staff who work with adults at risk of abuse and neglect are appropriately equipped with the knowledge and skills, that builds upon their existing learning, development and experience; understanding when to seek support for circumstances that are outside of their experience level or knowledge base.

With this in mind, this document sets out the recommended levels of safeguarding adults education, learning and development for six staff groups, along with competencies to allow managers and supervisors, to assure themselves that the knowledge is embedded and used in practice.

Registered Providers have a duty to ensure that their service users are safeguarded from abuse and neglect, this includes NHS funded and local authority funded Providers, including private businesses, voluntary organisations and independent healthcare providers. All Providers must meet their individual contractual requirements, as well as standards set out by the Care Quality Commission.

Providers of healthcare must meet requirements set out in NHS England Intercollegiate Guidance to have roles that are appropriate to the type of health services provided and organisational structure, for example Designated Professionals, Named Professionals. Please refer to the NHS England Intercollegiate Guidance for further information.

Background

Adult Safeguarding is individuals and organisations working together to keep adults free from abuse and neglect, whilst supporting the adult to make their own decisions and live a life that they chose, and promotes their well-being.

An **Adult at Risk** is a person who is 18 years old or over, has care and/or support needs and is less able to protect themselves from abuse or neglect as a result of those needs.

There are six principles that underpin adult safeguarding, which apply to all sectors and settings. The principles should inform the ways in which professionals and other staff work with people at risk of abuse, harm or neglect. Below are descriptors of the principles and accompanying 'I' statements.

Empowerment	Adults are encouraged to make their own decisions and are provided with support and information	I am consulted about the outcomes I want from the safeguarding process and these directly inform what happens.
Prevention	Strategies are developed to prevent abuse and neglect that promotes resilience and self-determination	I am provided with easily understood information about what abuse is, how to recognise the signs and what I can do to seek help.
Proportionate	A proportionate and least intrusive response is made balanced with the level of risk	I am confident that the professionals will work in my interest and only get involved as much as needed.
Protection	Adults are offered ways to protect themselves, and there is a co-ordinated response to adult safeguarding	I am provided with help and support to report abuse. I am supported to take part in the safeguarding process to the extent to which I want and to which I am able.
Partnerships	Local solutions through services working together within their communities	I am confident that information will be appropriately shared in a way that takes into account its personal and sensitive nature. I am confident that agencies will work together to find the most effective responses for my own situation.
Accountable	Accountability and transparency in delivering a safeguarding response	I am clear about the roles and responsibilities of all those involved in the solution to the problem.

Scope

This document is aimed at those working in Southend, Essex and Thurrock, including the voluntary, statutory and private sector Providers commissioned to deliver services within the aforementioned local authority areas.

This document sets out the competence levels expected of professionals and volunteers that work with adults at risk, accordingly commissioned services. Each SAB can use this framework to assess the propriety of learning and development provided or commissioned locally.

Staff working for the NHS (both commissioning and provider sectors) and Essex Police have specific standards set out by the NHS England Intercollegiate Guidance and the National College of Policing, consequently their learning and development compliance will not be measured against this framework. Learning and development competency levels 1 – 3 are aligned to, but not identical, to levels 1 – 3 set out in the NHS Intercollegiate Guidance.

Delivery

Learning and development occurs in many formats and settings, including formal academic courses, face to face learning, webinars, desktop research, work place experience and workbooks to name a few. The coronavirus pandemic has seen the introduction of an array of training courses traditionally delivered face to face transferred to live, virtual courses, as employers must still ensure their workforce have the required skills to carry out their duties. Individual learning style, role requirements, use of technology and resources should all be considered when commissioning or delivering learning and development opportunities.

Competence

This means the ability to demonstrate through your actions and records that you have the required knowledge, skills and understanding of an issue. Levels of competence are dependent on the role that you fulfill.

The staff groups within this framework are:

Staff Group	Role examples
A: All. All staff working for organisations that commission or provide a direct service to adults at risk.	All
B: Staff who interact with the public. They will have regular contact with the	<ul style="list-style-type: none">Receptionists, administrative staff, call centre staff,

<p>public, adults at risk, their carers and families.</p>	<ul style="list-style-type: none"> • Maintenance workers, facilities staff, cleaners • Staff in education settings, housing, Enforcement Officer • Volunteers across all sectors, Apprentices • Staff providing transport
<p>C: Staff with service user responsibilities. This group has regular contact with adults at risk and has a responsibility to contribute to safeguarding adults by assessing, planning, evaluating the needs of adults at risk and delivering services to meet those needs.</p>	<ul style="list-style-type: none"> • Care worker, Social worker (children and adults) • Staff in education settings • Housing Officers, Enforcement Officers • Corporate Appointee, benefit assessors • Therapists, Counsellors etc. • PCSOs • Domiciliary care worker
<p>D: Staff have professional and organisational responsibility for safeguarding adults. This group have considerable professional and organisational responsibility for safeguarding adults.</p>	<ul style="list-style-type: none"> • Designated Safeguarding Adults Manager/safeguarding adult leads • Principal Social Worker (children and adults) • Practitioners with responsibility for leading a Safeguarding Adult Enquiry • Practitioners with responsibility for quality assurance of Safeguarding Enquiries • Senior Social Workers (children and adults), • Managers who line manage Social Workers and Support Workers • Care Home Managers
<p>E: Safeguarding Adult Board Members, Executive Directors, Boards of voluntary and private organisations Staff with corporate responsibility for safeguarding; responsibility for ensuring the management and delivery of safeguarding adult services is effective and efficient, as well as strategic oversight of the development of systems, policies and procedures.</p>	<ul style="list-style-type: none"> • SAB Members • Corporate/Executive Directors of commissioning organisations

The assessment of competencies should be a mix of direct practice observation, as well as a process of exploration, discussion and questioning in supervision.

The local councils/Safeguarding Adult Boards may offer additional multi-agency learning and development opportunities that would contribute to annual updates alongside own agency learning and development opportunities.

Joint Commissioning

There is a commitment from Southend, Essex and Thurrock Safeguarding Adult Boards/councils to consider opportunities to jointly commission learning and development opportunities where there is a need to deliver the same course across Essex County, and there are efficiency savings that can be made, or where the learning and development is sufficiently specialist or bespoke that only a few participants will be put forward from each local authority area.

Learning and Development

Safeguarding Adults: Level 1

Outcomes

Participants will be aware of the Care Act 2014, understand the signs and symptoms of abuse or neglect, know how to raise a concern and where to seek advice and support.

Competence at this level

Participants will be able to evidence:

- Understand what adult safeguarding is and have basic awareness of Section 42 – 44 of the Care Act 2014 and Mental Capacity Act.
- Describe who an adult at risk is, a person alleged to have caused harm, and what a safeguarding concern is.
- Recognise the abuse types, neglect and self-neglect.
- Understand what action to take in line with the SET Safeguarding Adults Guidelines if they suspect abuse or neglect, including documenting facts and seeking support.
- Understand that adults who lack mental capacity may need additional safeguards to keep them safe and help to decide about their safety.
- Understand where to find further information such as policies, procedures and where to seek further advice and support.
- Understand that if an adult at risk discloses abuse that they should be taken seriously and action taken.
- Have a basic awareness of consent, information sharing and data protection.
- Recognise that their own beliefs, experience and values might influence their perception of safeguarding situations.
- Have an awareness of the concept of Professional Curiosity.

Staff should be able to evidence competencies after induction and should be refreshed every three years.

Who does this apply to?

Staff group A.

All staff across statutory services including the voluntary sector and private providers.

Delivery:

Staff should be able to evidence the above competencies –
Could be delivered by e-learning, virtual or face to face training (single or multi agency).

Safeguarding Adults: Level 2

Outcomes

Participants will be able to recognise an adult at risk and a safeguarding concern. Start to act on information that may indicate abuse, neglect or self-neglect, and carry out actions to make the adult immediately safe and raise a concern.

Competence at this level

In addition to the competency of level 1, participants will be able to evidence the following:

- As outlined at Level 1 – Basic Awareness.
- Understand Safeguarding Adults legislation, and relevant multi-agency safeguarding adults policies and procedures to a good level.
- Demonstrate a basic understanding of mental capacity and how this impacts an adult's ability to keep themselves safe: Mental Capacity Act 2005 and Deprivation of Liberty Safeguards (where the adult at risk may need additional liberty protection safeguards).
- Take appropriate action to ensure the immediate safety of the adult at risk, including reporting a crime to the Police.
- Describe the local safeguarding adults process and where to seek support if required.
- Use their professional knowledge to help them to identify and recognise indicators of abuse, neglect and self-neglect, as well as broader abuse types such as modern slavery, Prevent and forms of exploitation.
- Recognise circumstances that contain potentially abusive, neglectful, self-neglect factors, and weigh up the risk to the individual in deciding what action to take next, in line with Making Safeguarding Personal.
- Understand what information to record, the importance of maintaining accurate and timely records, and differentiating between fact and opinion.
- Ensure that that adult has appropriate support and advocacy.
- Describe the escalation process if they feel their concerns are not being taken seriously or acted upon.
- Shares information appropriately and understands the consequences of making the wrong decision in this context.
- Explain why the practice of Professional Curiosity is essential in safeguarding adults at risk and understand how it links to disguised compliance.

Competences should be reviewed annually as part of staff appraisal in conjunction with individual learning and development plans.

Managers with responsibility for staff in this staff group may request refreshing these competencies at a different frequency if the staff member is identified to lack knowledge, or is involved in managing a case where safeguarding is a factor and there is poor performance.

Who does this apply to?

Staff group B, C and D.

They will have regular contact with the public, adults at risk, their carers and families. This group has regular contact with adults at risk and has a responsibility to contribute to safeguarding adults by assessing, planning, evaluating the needs of adults at risk and delivering services to meet those needs.

Delivery: Your local council/Safeguarding Adults Board may deliver learning and development to help support you with evidence toward these competencies.

Safeguarding Adults: Level 3

Outcomes

Participants will gain an understanding of the legal framework that supports adult safeguarding, making safeguarding personal, how to conduct effective risk assessments, and manage a safeguarding enquiry.

Competence at this level

In addition to the competency of level 1, participants will be able to evidence the following:

- As outlined at Level 1 – Basic Awareness and Level 2 – Recognition and Taking Action.
- Act in accordance with key statutory and non-statutory guidance and legislation including Human Rights Act, The Care Act (2014), The Mental Capacity Act 2005, Serious Crime Act 2014, Professional Codes of Conduct.
- Undertake mental capacity assessments (if appropriate to their role), and understand the role of Lasting Power of Attorney, the Public Guardian, and Best Interest Assessments.
- Understand their role and responsibilities within the safeguarding process, personal, professional, and organisational boundaries and is confident when

challenging colleagues and escalating issues regarding an organisation' response.

- Understands the purpose and importance of reviews and enquiries.
- Undertake multi-agency information gathering, including information from the adult, and supporting others with this roles.
- Coordinates intervention, protection planning and reviews.
- Identify the impact other factors such as relationships, health conditions, substance/alcohol misuse, mental health will have on the risks of abuse and neglect.
- Provide professional advice about the safeguarding process, information sharing, risk management in the context of safeguarding.
- Support colleagues internally and externally in writing a chronology, summarising and interpreting information from a range of sources.
- Coordinates and/or contributes to Planning Meetings, Case Conferences and reviews.
- Provide a quality assurance role of safeguarding practice within their organisation through various means such as case audits, supervision, peer review.
- Lead and effectively manage a safeguarding enquiry in line with the SET Safeguarding Adults Guidelines and the Care Act 2014, and quality assure enquiries undertaken by Providers.
- Implements lessons learnt from reviews and cases to improve safeguarding practice, and to reduce likelihood of abuse and neglect occurring.
- To apply Professional Curiosity in a safeguarding context.

Who does this apply to?

Staff group C and D.

This group have considerable professional and organisational responsibility for safeguarding adults. Participants will have responsibility for leading and quality assuring a Safeguarding Adults Enquiry.

Competences should be reviewed annually as part of staff appraisal in conjunction with individual learning and development plans.

Delivery:

Single-agency training and professional development related to specific role training may be available on the Safeguarding Adult Boards/Councils website to contribute to competencies.

Includes attendance at multiagency meetings.

Safeguarding Adults – Board level

Outcomes

Members of the Safeguarding Adults Board, Executive and Corporate Directors and colleagues with similar level of authority and decision making responsibility within their organisations will champion the safeguarding agenda, most will take corporate responsibility for safeguarding within the organisation and champion adult safeguarding at a strategic level. All roles will attend Level 1, some will have additional learning and development needs depending on specific roles that they fulfill.

The Local Authority has a statutory responsibility to ensure that they have robust structure and arrangements to deliver adult safeguarding, lead the safeguarding system as a whole and set up a Safeguarding Adults Board. Local Authorities also act as commissioners, in this role they have a crucial quality assurance role to ensure that services meet their safeguarding responsibilities and work together to prevent abuse and neglect.

Commissioning organisations play a crucial role in quality assuring the services delivered by providers and ensuring that they act appropriately to safeguarding adults at risk.

Competence at this level

In addition to the competency of level 1 on page 8 participants will be able to:

- Describe the legal context of safeguarding adults, including Safeguarding Adult Reviews, role of the Safeguarding Adult Boards.
- Describe the local Safeguarding Adults process and have a good level of awareness of the SET Safeguarding Adults Guidelines.
- To ensure that the role and responsibilities of the Safeguarding Adults Board are discharged in accordance with national and local guidance.
- To ensure that robust governance processes are in place to provide assurance on adult safeguarding.
- Understand the roles and responsibilities of board members.
- Challenge partner organisations' performance and the ability and preparedness to present on behalf of your organisation; receiving constructive scrutiny and challenge.
- Take a strategic and professional lead across the providers and organisations who work with adults at risk, on all aspects of Adult Safeguarding.

- Liaise with commissioners, providers and partners on the direction and monitoring of safeguarding standards, ensuring that safeguarding standards are integrated into all commissioning processes and service specifications.
- Monitor services across providers and other organisations who work with adults at risk, to ensure adherence to legislation, policy and key statutory and non-statutory guidance.
- Influence improvements in safeguarding services across the health community.

Who does this apply to?

All SAB members. Staff with corporate responsibility for safeguarding; responsibility for ensuring the management and delivery of safeguarding adult services is effective and efficient, as well as strategic oversight of the development of systems, policies and procedures.

Staff group E.

Delivery:

Single-agency training and professional development related to specific role.
Completion of the safeguarding audit and ongoing action plans.

References

Tavistock and Portman: tavistockandportman.nhs.uk/training/cpd-courses

NHS England Intercollegiate Guidance August 2018 (to be reviewed 2021)

University of Bournemouth: <https://safe.bournemouth.ac.uk/>