



**SUNDERLAND
SAFEGUARDING
ADULTS BOARD**

Safeguarding Adults Training Strategy 2019 – 2024

Document Control	
Owner	Sunderland Safeguarding Adults Board
Version	0.2
Approval Body	Sunderland Safeguarding Adults Board
Issue Date	November 2019
Review Frequency	3 years
Next Review Date	November 2022
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1. Introduction

1.1 Sunderland safeguarding Adults Board (SSAB) leads and holds to account partners for safeguarding adults in the City of Sunderland. In order to assist the Board with discharging its wider responsibilities there are two sub-committees that support the work of SSAB:

- Learning and Improvement in Practice
- Quality Assurance

Each sub-committee is comprised of multi-agency membership and chaired by member agencies of the Board. For further information on the function, structure and responsibilities of the Board, please visit the [SSAB website](#).

1.2 The Learning and improvement in Practice (LIIP) sub-committee is responsible for the development of this Training Strategy and embedding this across the Partnership, reviewing as necessary. The sub-committee acts on behalf of SSAB, in accordance with the [Care Act 2014](#) and [Statutory Guidance](#) to ensure that training is provided for staff and volunteers on the policy, procedures and professional practices that are in place locally, which reflects their roles and responsibilities in safeguarding adults arrangements.

2. Safeguarding Adults Training Strategy

2.1 This Training Strategy sets out the key principles and a framework within which safeguarding adults training is delivered in Sunderland. It sets out priorities for workforce development, with links to multi-agency training and single agency training available from SSAB partners. It has been developed with reference to the [National Competency Framework for Safeguarding Adults, a Comprehensive Guide 3rd edition](#), and [Adult Safeguarding: Roles and Competencies for Health Care Staff 1st edition](#).

2.2 The Strategy is intended to add value to, rather than replace workforce strategies in partner organisations. Underpinning it is the responsibility of every partner agency to develop an individual training/ workforce strategy that reflects the core requirements set out in this document.

2.3 Development of ways to communicate learning from Safeguarding Adult Reviews (SARs), Domestic Homicide Reviews (DHRs) and other reviews is included in the strategy, to ensure that learning and good practice examples are shared with partners to improve outcomes for adults at risk.

2.4 The strategy acknowledges that learning can take place in a number of ways, and therefore competencies in adult safeguarding can be gained by a number of routes, including but not limited to: mentoring, conference attendance,

briefings, self-study and blended learning approaches. Staff groups level 3 and above (see [appendix 1](#)) are expected to take responsibility for identifying and recording their own learning requirements.

- 2.5** It is recognised that single agency safeguarding adults training is also provided directly by SSAB partners to ensure they meet their individual statutory responsibilities. As part of this strategy, partner agencies who provide training are required to provide the SSAB with information on the training and development opportunities available in their agencies. This provides assurance to the SSAB in relation to the quality of training provided and compliance across the partnership.

3. SSAB Strategic Delivery Plan 2019 – 2024

- 3.1** All training provided through this training strategy links with the key strategic priorities of the Board, as identified in the [SSAB Strategic Delivery Plan 2019 – 2024](#):

- Prevention
- Making Safeguarding Personal
- Partnership
- Key local areas of risk

and is underpinned by the six adult safeguarding key principles ([Care and Support Statutory Guidance](#)):

- Empowerment
- Prevention
- Proportionality
- Protection
- Partnership
- Accountability

4. Learning and Improvement in Practice (LIIP) Sub-Committee

- 4.1** The terms of reference for the LIIP sub-committee states that its purpose and remit are:
- To promote multi-agency training that ensures a common understanding of abuse and neglect and appropriate responses
 - To ensure that relevant partners provide training for staff and volunteers on the policy, procedures and professional practices that are in place locally,

which reflects their roles and responsibilities safeguarding adults arrangements

- To develop a training strategy and embed this across the Partnership, reviewing as necessary
- To identify and analyse training needs in relation to Safeguarding Adults, Mental Capacity Act and Deprivation of Liberty Safeguards (DoLS)
- To commission multi-agency safeguarding adults training to meet the requirements of SSAB
- Ensure training courses are modified in response to evaluation or changes in legislation, guidance or practice resulting from Safeguarding Adult Reviews or similar
- Ensure consistent and standardised training across agencies, that is congruent with current legislation, guidance and SSAB's Training Strategy

5. Quality Assurance

5.1 All safeguarding adults training will be quality assured with course content being reviewed and feedback from delegates obtained. Consideration will be given to the quality of training materials and any additional resources made available.

5.2 The Quality Assurance sub-committee will, on behalf of SSAB, evaluate the quality, scope and effectiveness of SSAB multi-agency training, and will receive regular data for inclusion in the quarterly Performance Report. This will include post-training evaluations to identify whether training has impacted upon the working practice of their staff and improved the outcomes for adults at risk of abuse and neglect.

5.3 The Learning and Improvement in Practice sub-committee will lead on following up any suggestions made to improve SSAB's multi-agency training, following identification by the Quality Assurance sub-committee, or following the completion of, for example, a Safeguarding Adult Review.

6. Competency Framework

6.1 In the context of this strategy competence refers to a combination of skills, knowledge and experience expected of individual staff. It 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 (Bournemouth University, 2015).

6.2 The *National Competency Framework for Safeguarding Adults and Adult Safeguarding: Roles and Competencies for Health Care Staff* provides a baseline of standards of competence that individuals can expect to receive from those professionals and organisations that are tasked with safeguarding adults. They also provide employees and employers with a benchmark for the minimum standard of capability required of those who work to safeguard adults at risk across a range of sectors.

6.3 Whatever their role all staff should know when and how to report abuse of an adult at risk of harm. All staff should be capable in the six competencies described below:

- Understanding of the term 'safeguarding adults'
- Understanding types of abuse
- Knowledge of how to recognise abuse/neglect
- Knowledge of how to report concerns
- Understanding of 'keep safe'
- Confidence to report concerns

Beyond this it will depend on their occupational role and level of responsibilities, summarised in [appendix 1](#).

7. Priority areas for Safeguarding Adults Training development

The Training Strategy Delivery Plan below will be monitored by the SSAB Learning and Improvement in Practice sub-committee and has been informed by the Training Needs Analysis carried out in 2018. Outcomes from Training Strategy Activity will be fed back to the Board accordingly and included in the SSAB Annual Report. Learning from Safeguarding Adult Reviews, and other forms of review, will continue to influence the SSAB multi-agency training programme.

	Objective	Action	Lead	Timescale	Success Criteria	Progress
1.	Determine whether current training offer continues to meet the needs of delegates	Carrying out mapping exercise against competency framework	Learning and Improvement in Practice Sub Committee	April 2020	Training offer meets the needs of delegates	
2.	Explore possibility of providing themed training courses	Extract key themes from SSAB intelligence (learning reviews, performance data, training needs analysis) scope potential size of delegate cohort requiring themed training and potential cost	Learning and Improvement in Practice and Quality Assurance Sub Committees	Ongoing, but reviewed on a quarterly basis (as key themes emerge from SSAB intelligence)	SSAB intelligence is used to inform decisions about the potential provision of themed training courses	
3.	Consider development of SSAB website to include learning repository/training resource directory	Identify and ratify learning resources to share across the partnership via SSAB website	Strategic Safeguarding Team/Learning and Improvement	October 2020	Learning resources are identified, ratified, and shared via the SSAB website	Meeting with Council's Organisational Development rep on 21/10/19. Capabilities to

			in Practice Sub Committee			provide a learning repository/training resource directory through the SSAB website are available
4.	Consider development of alternative delivery of training to classroom-based e.g. webinars	Determine whether current SSAB webpage and ICT offer will support webinar hosting	Strategic Safeguarding Team/Learning and Improvement in Practice Sub Committee	April 2021	Webinars/alternative training resources are shared via the SSAB website	As above (point 3).
5.	Develop programme of short briefings	Produce 7-minute briefings as appropriate, not only in response to a learning review, but to include general good practice and key learning themes	Strategic Safeguarding Team/Learning and Improvement in Practice Sub Committee	April 2020	7-Minute briefings containing good practice and key learning themes are shared with partners and made available on the SSAB website as a learning resource	Rochdale SAB/SCB examples collected and work has begun to reproduce then as Sunderland versions with SSAB 7-Min briefing usual layout & branding

8. Key Contacts / Signposting

- Learning & Skills Service (formerly known as Tyne & Wear Care Alliance) administrate the current SSAB training offer. To sign up to courses (for both classroom-based & e-learning), contact the Learning & Skills Service on: Telephone 0191 5612620, Email: angela.howell@sunderland.gov.uk

Classroom-based courses available are:

- Raising A Safeguarding Concern
- Multi-Agency Roles in the Safeguarding Process
- Mental Capacity Act and Deprivation of Liberty Safeguards (DoLS)
- How to Assess Mental Capacity

Course outlines for these courses are available to view [here](#)

E-Learning courses available are:

- Safeguarding Adults (overview)
- Mental Capacity Act (overview)
- Deprivation of Liberty Safeguards (overview)

- The SSAB website has key documents, information and resources available at: www.sunderlandsab.org.uk

Safeguarding Adults: Professional Competencies in working with people and delivering safeguarding services	
Target Groups (includes members of the statutory, voluntary, independent and community organisations)	Including, but not limited to:
<p>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</p>	<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 • Voluntary befrienders • Charity trustees
<p>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</p>	<ul style="list-style-type: none"> • Social workers • Allied health professionals • Doctors and nurses • Frontline managers • Integrated team managers • Head of nursing • Health and social care provider service managers • ABE trained investigating officers
Safeguarding Adults: Professional Competencies in Strategic Management and Leadership of Safeguarding Services	
<p>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.</p>	<ul style="list-style-type: none"> • Operational Managers • Heads of assessment and care managers • Police • Probation • Prison service • Safeguarding Lead Professionals

<p>Staff Group D (Governance and LSAB Board Roles/NHS 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.</p>	<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• Executive Boards• Governing Body
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Staff Group	Timeframe
A mandatory session of at least 30 minutes duration should be included in the general staff induction programme, or within six weeks of taking up a post within a new organisation. This should provide key safeguarding information and appropriate action to take if there are concerns	
Staff Group A (Alerters/NHS Level 1)	Over a three-year period, staff at level 1 should receive refresher training equivalent to a minimum of 2 hours. This should provide key adult safeguarding guidance
Staff Group B (Responders and Specialist Practitioners/NHS Level 2 and Level 3)	Over a three-year period, staff at level 2 should receive refresher training equivalent to a minimum of 3 – 4 hours. Training at level 2 will include training required at level 1 and will negate the need to undertake refresher training at level 1 in addition to level 2.
	<p>Over a three-year period, professionals at level 3 should receive refresher training equivalent to a minimum of 8 hours. Training at level 3 will include the training required at level 1 and 2 and will negate the need to undertake refresher training at levels 1 and 2 in addition to level 3.</p> <p>For professionals moving into level 3 adult safeguarding posts who have as yet not attained the relevant knowledge, skills and competence required at level 3 it is expected that within 12 months of appointment additional tailored education will be completed, equivalent to a minimum of 8 hours of education and learning related to adult safeguarding and have appropriate supervision in place.</p>
Staff Group C (Decision Makers/NHS Level 4 and Level 5)	Over a three-year period, level 4 professionals should attend a minimum of 24 hours of education, training and learning. This should include clinical leadership, appraisal and supervision training.

Appendix 1

	<p>Training at level 4 will include the training required at levels 1 – 3 and will negate the need to undertake refresher training at levels 1 – 3 in addition to level 4.</p> <p>Professionals should complete education with a focus on leadership and change management within 3 years of taking up their post.</p> <p>Over a three-year period, level 5 professionals should attend a minimum of 24 hours education, training and learning. This should include leadership, appraisal, supervision training and the context of other professionals’ work. Training at level 5 will include the training required at levels 1 – 4 and will negate the need to undertake refresher training at levels 1 – 4 in addition to level 5.</p> <p>An executive level management programme with a focus on leadership and change management should be completed within three years of taking up the post.</p>
<p>Staff Group D (Governance and LSAB Board Roles/NHS Board and CEO Levels)</p>	<p>Over a three-year period, staff in Group A/ level 1 should receive refresher training equivalent to a minimum of 2 hours. This should provide key adult safeguarding guidance.</p> <p>Board members will require a tailored package to be delivered, which encompasses level 1 knowledge, skills and competencies as well as Board level specific</p>

Core Competences	Knowledge	Skills	Attitudes & Values
Staff Group A (Alerters/NHS Level 1)			
<p>Competence at this level is about individuals knowing the signs that may indicate possible abuse, harm or neglect and who to contact and seek advice from if they have concerns. It comprises:</p> <ul style="list-style-type: none"> • Recognising potential indicators of adult abuse, harm and neglect • An awareness that adults experiencing stressful situations in their own lives may have caring responsibilities, for other adults or children • An awareness of the importance of adults' rights in the safeguarding context, and the essential knowledge of relevant legislation • An awareness and ability to locate local policies and procedures and how to access support to respond to safeguarding concerns • An awareness of appropriate action, including reporting and documenting concerns safely and seeking advice • Building confidence, skills and knowledge to take immediate action through local safeguarding procedures. This should include the ability to escalate concerns if action is not taken 	<ul style="list-style-type: none"> • Know about adult abuse, harm and neglect in its different forms and the potential impact on adults at risk of harm • Know what constitutes an adult at risk and need for a safeguarding intervention • Know about the relevance of family and carer factors such as domestic abuse, mental and physical ill-health, substance and alcohol misuse • Know what to do if there are concerns about abuse, harm and neglect, including local policies and procedures around who to contact, where to obtain further advice 	<ul style="list-style-type: none"> • Able to recognise possible signs of adult abuse, harm and neglect as this relates to their role • Able to identify an adult at risk of harm, abuse or neglect • Able to seek appropriate advice and report concerns, and feel confident that they have been understood 	<ul style="list-style-type: none"> • Willingness to listen to adults at risk, families and carers and to act on issues and concerns • Recognise how own beliefs, experience and attitudes might influence involvement in safeguarding work • Recognise how own actions impact on others

<ul style="list-style-type: none"> • An awareness of consent, information sharing, data protection legislation and acting safely to share information 	<p>and support, and have awareness of how to raise concerns</p> <ul style="list-style-type: none"> • Know about the importance of cooperation and sharing information (including the consequences of failing to do so) • Know what to do if concerns are not being taken seriously or they experience any other barriers to raising a concern about an adult at risk of abuse, harm or neglect • Awareness of the principles of mental capacity legislation and the relevance and impact in adult safeguarding 		
<p>Staff Group B (Responders and Specialist Practitioners/NHS Level 2)</p>			
<ul style="list-style-type: none"> • As outlined for staff group A/level 1 • Addresses the immediate safety of the person and ensures that a protection plan is put in place immediately when the risk of abuse is high 	<ul style="list-style-type: none"> • As outlined for staff group A/level 1 • Understands the significance of health deficits on health and wellbeing through the life course, e.g. 	<ul style="list-style-type: none"> • Able to document safeguarding concerns, and maintain appropriate record-keeping, recording the wishes and views of the 	<ul style="list-style-type: none"> • Recognises how own beliefs, experience and attitudes might influence professional involvement in safeguarding work

<ul style="list-style-type: none"> • Identifies and refers to appropriate services and any other associated persons including carers and children at risk • Practises in a manner that seeks to reduce the risk of abuse, harm or neglect • Use professional knowledge and understanding of what constitutes any signs of adult abuse, harm or neglect. Including the further recognition of local safeguarding priorities, for example, financial abuse, Prevent, modern slavery • Acts to ensure effective advocacy for the adult at risk of abuse, harm or neglect • Arranges advocates if required, communicating with people about safeguarding, risk and protection planning. This includes the use of interpreters, speech and language therapists and aids to improve communication • Understands local safeguarding structures and arrangements • Understand mental capacity legislation. When DoLS are required/invoked (if appropriate), the roles of IMCAs, the role of lasting power of attorney and the role of the Public Guardian and future planning arrangements such as court appointed deputies, advance decisions to refuse treatment, advanced statements and acts in best interests of the adult at risk as required 	<p>homelessness, loneliness and poverty</p> <ul style="list-style-type: none"> • Understands the legal, professional and ethical responsibilities around information sharing, including the use of assessment frameworks • Understands the best practice in documentation, record keeping and data protection issues in relation to information sharing for safeguarding purposes • Be familiar with the guidance related to participation in safeguarding enquiries and reviews • Understands the professional duty to report crime in line with organisational and professional guidance • Understands the importance of establishing, acting or making decisions in 	<p>adult at risk, differentiating between fact and opinion</p> <ul style="list-style-type: none"> • Able to share appropriate and relevant information between teams – in writing, by telephone, electronically, and in person within relevant information-sharing protocols • Able to identify where further support is needed, when to take action, and when to refer to managers, supervisors or other relevant professionals, including referral to adult social care 	
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<ul style="list-style-type: none"> • Documents safeguarding concerns in order to be able to inform the relevant staff and agencies as necessary, maintains appropriate records, records the wishes and views of the adult at risk and differentiates between fact and opinion • Shares appropriate and relevant information with other teams within relevant information sharing protocols • Acts in accordance with key statutory legislation and non-statutory guidance • Understands how to support adults at risk who do not feel able to participate in service support, for example those experiencing coercive control, mental health issues • Recognise obligations to act when they have a safeguarding concern and acting is against the expressed wishes of the person • Understands own colleagues' roles, responsibilities and professional boundaries, including what constitutes both organisational and professional abuse. Is able to raise concerns about the conduct of colleagues • Understands how to access local safeguarding supervision, networks and support 	<p>the person's best interests as reflected in legislation and key statutory and non-statutory guidance</p>		
<p>Staff Group B (Responders and Specialist Practitioners/NHS Level 3)</p>			
<p>• As outlined for level 1 & 2</p>	<ul style="list-style-type: none"> • Understand the implications of 	<ul style="list-style-type: none"> • Able to act proactively to reduce 	<ul style="list-style-type: none"> • Supports a culture of inclusivity in diversity and

<ul style="list-style-type: none"> • Draws on professional knowledge and expertise of what constitutes adult abuse, harm or neglect to support others in fulfilling their adult safeguarding duties • Undertakes mental capacity assessments within the framework of the relevant legislation and is able to understand who needs to be included or consulted with in making decisions in a person’s best interests • Discusses the situation with the person, documents and reports concerns, recording the wishes and views of the adult at risk. Undertaking history taking and physical examination in a manner that is appropriate for safeguarding and legal processes, as appropriate to role • Undertakes and contributes to and supports inter-agency assessments or enquiries particularly when the enquiry needs to be undertaken with the person with the relationship with the adult. Gathering and sharing information, including the person’s views on risk and risk management. Where appropriate, analysis of risk including supporting others to undertake these activities • Understands the purpose and process of case reviews • Contributes to and/or coordinates planning, resolution and recovery – as appropriate to safeguarding concern 	<p>legislation, inter-agency policy and national guidance</p> <ul style="list-style-type: none"> • Understand information-sharing, confidentiality and consent • Understand the role, remit and procedures of local safeguarding boards and panels • Understand the inter-agency frameworks and assessment processes, including the use of relevant assessment frameworks • Understand the interface between safeguarding and the criminal justice system as appropriate to role • Understand relevance of multi-agency audits and own role in multi-agency inspection processes • Understands what constitutes, as appropriate to role, procedures and 	<p>the likelihood of abuse, harm or neglect to adults at risk</p> <ul style="list-style-type: none"> • Able to contribute to, and make considered judgements and how to act to promote wellbeing and to safeguard an adult when needed • Able to present safeguarding concerns verbally and in writing for professional and legal purposes as required (and appropriate to role) • Able to work with adults and carers where there are safeguarding concerns as part of the multi-disciplinary team and with other disciplines • Able to communicate effectively with adults to recognise and to ensure those lacking mental capacity to 	<p>equality for staff and patients/service users</p> <ul style="list-style-type: none"> • Understands the importance and benefits of working in an environment that supports professionals and colleagues including knowing when to seek and offer support • Creates and supports a working environment that enables professionals to develop skills and knowledge in adult safeguarding • Understands the potential personal? impact of safeguarding work on professionals and colleagues • Recognises when additional support is needed in managing adult safeguarding including support with all legal and court activities (such as writing statements, preparing for attending court) and the need to debrief in relation to a case or other experience where appropriate to role
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<ul style="list-style-type: none"> • Undertakes regular documented reviews of own (and/or team) safeguarding practice as appropriate to role (in various ways, such as through audit, case discussion, peer review, reflective practice, supervision and as a component of refresher training) • Attends relevant multi-disciplinary meetings to present supporting evidence within relevant information-sharing protocols. If unable to attend contributes written reports or information as required/requested/relevant in accordance with confidentiality and information-sharing requirements • Contributes to case reviews, panels, internal partnerships and local forms of review • Works with other professionals and agencies, with adults and their families where there are safeguarding concerns in risk management and protection planning • Applies the lessons learnt from audit and case reviews to improve practice • Advises others on appropriate information sharing • Undertakes supervision and provides support for other staff (as appropriate to their role) 	<p>practice required in adult safeguarding, and how these relate to professional and legal requirements</p> <ul style="list-style-type: none"> • Understands national and local frameworks for the assessment of risk and harm • Understands the notion of proportionality – recognising that unforeseen events occur and people can take risks and make unwise decisions • Understand the effects of carer behaviour and family factors on adults at risk of abuse, harm or neglect and the inter-agency response • Know when to liaise with expert colleagues about the assessment and management of adult safeguarding and adult protection planning 	<p>make a particular decision or with communication needs have opportunity to participate in decisions affecting them</p> <ul style="list-style-type: none"> • Able to give effective feedback to colleagues • Able to identify (as appropriate to role) associated medical conditions, mental health needs and other co-morbidities which may increase the risk of abuse, harm or neglect and be able to take appropriate action • Able to assess (as appropriate to role) the impact of carer and family issues on adults at risk of abuse, harm or neglect including mental health needs, learning/intellectual disabilities, 	
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	<ul style="list-style-type: none"> • Know how to share information appropriately, taking into consideration confidentiality and data-protection issues and record decisions made • Know about models of effective supervision and peer support • Aware of resources and services that may be available within health and other agencies, including the voluntary sector, to support families • Know what to do when there is an insufficient response from organisations or agencies • Explains the management of death of an adult in a safeguarding context • Understands duty of candour • Understand and contribute to processes for auditing 	<p>substance misuse and domestic abuse and long-term conditions</p> <ul style="list-style-type: none"> • Able to challenge other professionals when required and provide supporting evidence • Able to provide professional support and supervision to junior colleagues and peers • Able to contribute to inter-agency assessments and to undertake an assessment of risk when required • Able to contribute to and make considered decisions on whether concerns can be addressed by providing or signposting to sources of information or advice • Able to participate and chair multi-disciplinary meetings 	
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	<p>the effectiveness and quality of services for safeguarding, including audits against national guidelines and local safeguarding adults auditing tools</p>	<p>as required (as appropriate to role)</p> <ul style="list-style-type: none"> • Applies lessons from case reviews • Identifies risks and contributes to risk assessments • Able to contribute to/formulate and communicate effective safeguarding plans for adults at risk of abuse, harm or neglect • Able to complete the audit cycle and/or research related to safeguarding as part of appropriate governance and quality assurance processes (as appropriate to role) 	
<p>Staff Group C (Decision Makers/NHS Level 4)</p>			
<ul style="list-style-type: none"> • As outlined for levels 1, 2 & 3 • Be able to align national guidance to local practice • Collaborate with workforce partners to ensure that the organisation is aligned with regulated employment checks under the DBS 	<ul style="list-style-type: none"> • Aware of best practice in adult safeguarding • Aware of latest research evidence and the implications for practice 	<ul style="list-style-type: none"> • Able to effectively communicate advice about safeguarding policy and legal/assurance frameworks 	<ul style="list-style-type: none"> • As outlined in levels 1, 2 & 3

<ul style="list-style-type: none"> • Contributes as a member of the safeguarding team, to the development of internal safeguarding policy, guidelines and protocols • Able to effectively communicate local safeguarding knowledge, research and findings from audits and challenge poor practice. Support and develop improvements in care/practice/local responses/services/act in response to identified locality knowledge needs • Facilitates and contributes to own organisation audits, multi-agency audits and statutory inspections, established governance structure and annual reporting, monitoring and review • Works with the Safeguarding Team and partners in other agencies to conduct safeguarding training needs analysis, and to commission, plan, deliver and evaluate single and inter-agency training and teaching for staff in the organisations covered • Undertakes and contributes to case reviews • Able to lead organisations on behalf of social care organisations when requested to enable it to decide whether any action should be taken in the adult's case • As appropriate to role undertakes chronologies and the development of action plans using a root cause analysis 	<ul style="list-style-type: none"> • Advanced understanding of legislation, information sharing, information governance confidentiality and consent including guidance from professional bodies • Have core knowledge and legal literacy relevant to the range of safeguarding issues. Understand court and criminal justice systems, the role of different courts, the burden of proof, and the role of a professional witness in the stages of the court process (as appropriate to role) • Have an advanced knowledge of relevant national safeguarding issues, policies and implications for practice • Understand the commissioning and planning of 	<ul style="list-style-type: none"> • Able to support colleagues in challenging views offered by professionals and others, as appropriate • Able to analyse and evaluate information and evidence to inform inter-agency decision making across the organisation • Able to participate in a safeguarding adult review, leading internal management reviews as part of this function • Able to support others across the organisation in writing a chronology and review about individual adults, summarising and interpreting information from a range of sources • Able to lead service reviews 	
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<p>approach (where appropriate) or other locally approved methodologies</p> <ul style="list-style-type: none"> • In conjunction with the designated safeguarding lead, coordinates and contributes to implementation of action plans and the learning following reviews • Works effectively with colleagues from other organisations, providing advice as appropriate • Provides advice and information about safeguarding to the employing authority, both proactively and reactively – this includes the board, directors and senior managers • Provides specialist advice to practitioners, both actively and reactively, including clarification about organisational policies, legal issues and the management of adult safeguarding cases • Provides safeguarding supervision and leads or ensures appropriate reflective practice is embedded in the organisation, to include peer review • Leads/oversees safeguarding quality assurance and improvement processes • Undertakes risk assessments of the organisation’s ability to safeguard/protect adults at risk • Understands the role and procedures of coroner’s courts, court of protection and regulators professional bodies 	<p>safeguarding services where appropriate to role</p> <ul style="list-style-type: none"> • Know about the professional and experts’ role in criminal justice and court processes • Know how to implement and audit the effectiveness of safeguarding practices on an organisational level against current national guidelines and quality standards • 	<ul style="list-style-type: none"> • Able to establish adult safeguarding quality assurance measures and processes • Able to undertake training needs analysis, and to teach and educate other professionals • Able to review, evaluate and update local guidance and policy in light of research findings • Able to advise and inform others about national issues and policies and the implications for practice • Able to deal with the media and organisational public relations concerning safeguarding with organisational support and guidance • Able to work effectively with colleagues in 	
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		<p>regional safeguarding networks</p> <ul style="list-style-type: none"> • Able to promote research evidence and best practice in adult safeguarding 	
Staff Group C (Decision Makers/ Level 5)			
<ul style="list-style-type: none"> • As outlined in levels 1, 2, 3 & 4 • Provides, supports and ensures contribution to safeguarding? appraisal and appropriate supervision for colleagues across the organisation • Leads training needs analysis, and commissions, plans, designs, delivers, and evaluates adult safeguarding single and inter-agency training and teaching for staff • Leads innovation and change to improve safeguarding • Takes a lead role in conducting the organisation’s component of safeguarding adult reviews • Gives appropriate advice to specialist safeguarding professionals working within organisation and to other agencies • Takes a strategic and professional lead on all aspects of adult safeguarding • Provides expert advice to increase quality, productivity, and to improve health outcomes for adults at risk and those identified with safeguarding concerns 	<ul style="list-style-type: none"> • As outlined in levels 1, 2, 3 & 4 • Advanced and in-depth knowledge of relevant national policies and implications for practice • Understanding of court and criminal justice systems, the role of different courts, the burden of proof, and the role of professional witnesses and expert witnesses in the different stages of the court process. Be able to support or advise other professionals with legal documentation/court responsibilities within their organisations 	<ul style="list-style-type: none"> • As outlined in levels 1, 2, 3 & 4 • Able to lead the organisation’s contribution in safeguarding adult reviews, drawing conclusions and developing an agreed action plan to address lessons learnt • Able to plan, design, deliver and evaluate inter-agency safeguarding training for staff across the organisation, in partnership with colleagues in other organisations and agencies 	<ul style="list-style-type: none"> • As outlined in levels 1, 2, 3 & 4

<ul style="list-style-type: none"> • Provides expert advice to service planners and commissioners, ensuring all services commissioned meet the statutory requirement to safeguard and promote the welfare of adults, to include: <ul style="list-style-type: none"> • Taking a strategic and professional lead across every aspect of organisational contribution to adult safeguarding within all commissioned provider organisations • Ensures that commissioned services have robust systems, procedures, policies, professional guidance, training and supervision in place in keeping with national legislation, procedures and recommendations • Provides specialist advice and guidance to the board and executives of commissioner organisations on all matters relating to adult safeguarding including regulation and inspection • Be involved with commissioners, providers and partners on direction and monitoring of safeguarding standards and to ensure that safeguarding standards are integrated into all commissioning processes and service specifications • Monitors services across the organisation to ensure adherence to legislation, policy and key statutory and non-statutory guidance 	<ul style="list-style-type: none"> • To ensure support for the named professionals within partner organisations • Know how to lead the implementation of national guidelines and audit the effectiveness and quality of services across the organisation against quality standards • Advanced knowledge of different specialities and professional roles • In depth understanding of safeguarding curriculum and training at both pre-registration and post-registration level (as appropriate to role) 	<ul style="list-style-type: none"> • Able to oversee safeguarding quality assurance processes across the organisation • Able to influence improvements in safeguarding services across the organisation • Able to provide supervision, appraisal, and support for relevant staff • Able to lead multidisciplinary team reviews • Able to evaluate and update local procedures and policies in light of relevant national issues and developments • Able to arbitrate and reconcile differences of opinion among colleagues from different organisations and agencies, escalating 	
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		<p>issues if necessary to board, regional or legal colleagues</p> <ul style="list-style-type: none">• Able to proactively deal with strategic communications and the media on safeguarding across the organisation• Able to work with public health officers to undertake robust safeguarding population-based needs assessments that establish current and future needs and service requirements across the organisation• Able to provide an evidence base for decisions around investment and disinvestment in services to improve the health of the local population and to safeguard adults and articulate these decisions to executive officers	
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		<ul style="list-style-type: none"> • Able to work effectively with, and lead where appropriate, colleagues in regional and national safeguarding networks • Able to work in partnership on strategic projects with executive officers at local, regional, and national bodies, as appropriate 	
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Staff Group D (Governance and LSAB Board Roles/NHS Board and CEO Levels)	
<p>Chief Executives should take overall (executive) responsibility for adult safeguarding strategy and policy with additional leadership being provided at board level by the executive director with the lead for safeguarding.</p> <p>All board members must have a level of knowledge equivalent to staff from group A (level 1) as well as additional knowledge-based competencies by virtue of their board membership or non-executive safeguarding director role, as outlined below.</p>	
Role	Key Responsibilities
<p>Chair: The Chair of NHS Trusts, health boards, local authority and social care boards, other independent and voluntary providers and commissioning bodies are</p>	<ul style="list-style-type: none"> • To seek assurance that the role and responsibilities of the organisational board are properly discharged in relation to adult safeguarding • To understand the potential causes and consequences of gross negligence • To promote a positive culture of adult safeguarding across the board through assurance that there are appropriate policies and procedures for adult safeguarding and that these are being followed; and that staff and patients are aware that the

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<p>responsible for effective operation of the board with regard to adult safeguarding</p>	<p>organisation takes adult safeguarding seriously and will respond to concerns about the welfare and wellbeing of adults at risk</p> <ul style="list-style-type: none"> •To seek assurance that there are robust governance processes in place to provide assurance on adult safeguarding •To ensure good information from and between the organisational board or board of directors, committees, council of governors where applicable, the membership and senior management on adult safeguarding •Boards should appoint a non-executive to ensure the organisation discharges adult safeguarding responsibilities appropriately
<p>Chief Executive Officer (CEO) or equivalent: The CEO of NHS Trusts, health boards, local authority and social care organisations and commissioning bodies (and equivalent bodies throughout the UK) and independent and voluntary providers must provide strategic leadership, promote a culture of supporting good practice with regard to adult safeguarding within their organisations and promote collaborative working with other agencies</p>	<ul style="list-style-type: none"> •To ensure the role and responsibilities of the organisational board in relating to adult safeguarding are met •To understand the potential causes and consequences of gross negligence •To seek assurance that the organisation adheres to relevant national/local guidance and standards for adult safeguarding •To promote a positive culture of adult safeguarding ensuring there are appropriate policies and procedures for adult safeguarding (including regular updating) and that staff, volunteers and patients are aware that the organisation takes adult safeguarding seriously and will respond to concern about the welfare and wellbeing of adults at risk •To appoint an executive director or equivalent lead for adult safeguarding •To ensure there is appropriate access to advice from dedicated key professionals with safeguarding lead/responsibilities •To ensure that operational services are resourced to support/respond to the demands of adult safeguarding effectively •To ensure that an effective strategy for adult safeguarding is resourced and delivered including access to support <p>To ensure and promote safe, multi-agency/inter-agency partnership working practices including information sharing protocols</p>
<p>Executive Director Lead: There should be a nominated executive director (or equivalent role, depending on</p>	<ul style="list-style-type: none"> •To ensure that adult safeguarding is positioned as core business in strategic and operating plans and structures •To understand the potential cause and consequences of gross negligence

<p>the organisation) board member who takes responsibility for adult safeguarding issues. The executive director lead will report to the board on their performance of their delegated responsibilities and will provide leadership in the long-term strategic planning for adult safeguarding services for the organisation supported by key professionals with safeguarding lead/responsibilities</p>	<ul style="list-style-type: none"> • To oversee, implement and monitor the ongoing assurance of adult safeguarding arrangements • To ensure the adoption, implementation and auditing of practice, policy and strategy in relation to adult safeguarding • Within commissioning organisations to ensure the appointment of dedicated designated adult safeguarding professionals or equivalent • Within commissioning organisations to ensure that provider organisations are quality assured for their adult safeguarding arrangements • Within both commissioning and provider organisations to ensure support of key professionals with safeguarding lead/responsibilities across services and independent practitioners/staff to implement safeguarding arrangements • To seek assurance that there is a programme of safeguarding training and continuous professional development, including recognised specific mentoring and support for formal adult safeguarding leads • Working in partnership with other groups including commissioners/providers of healthcare (as appropriate), local authorities and police to secure high quality, best practice in adult safeguarding • To seek assurance that serious incidents relating to safeguarding are reported immediately and managed effectively including the sharing of lessons learnt • To ensure that any allegations against staff members are appropriately investigated and managed 		
<p>Non-Executive Director Board Lead (or equivalent, depending on role)</p>	<ul style="list-style-type: none"> • To ensure appropriate scrutiny of the organisation’s safeguarding performance • To ensure assurance is provided to the board of the organisation’s safeguarding performance 		
<p>Board Members: All board members/commissioning leads should have Staff Group A (level 1) core competencies in safeguarding and must know the common presenting features of abuse, harm and neglect and the context</p>	<p>In addition to Staff Group A (level 1) board members/commissioning leads should have the following:</p>		
	<p>Knowledge</p>	<p>Skills</p>	<p>Attitudes & Values</p>
	<ul style="list-style-type: none"> • Knowledge of health benefits and financial impact of adult 	<ul style="list-style-type: none"> • To be able to recognise possible signs of adult abuse, 	<ul style="list-style-type: none"> • Personal commitment to listen and to act on issues and concerns,

<p>in which it presents to staff working in a range of roles. In addition, board members/commissioning leads should have an understanding of the statutory role of the board in safeguarding and partnership arrangements, policies, risks and performance indicators; staff's roles and responsibilities in safeguarding; and the expectations of regulatory bodies in safeguarding. Essentially the board will be held accountable for ensuring adults in the organisation's care receive high quality, evidence-based care and personalised safeguarding</p>	<p>safeguarding on the local health economy</p> <ul style="list-style-type: none"> • Knowledge of the potential causes and consequences of gross negligence • Knowledge of agencies involved in adult safeguarding, their roles and responsibilities, and the importance of inter-agency cooperation • Knowledge about the statutory obligations to work with the local or area adult safeguarding board and other safeguarding partners including the independent and voluntary sectors • Knowledge of the ethical, legal and professional obligations around information sharing related to adult safeguarding • Knowledge of the statutory organisational obligation to be involved, participate and implement the learning from serious incidents, safeguarding adult reviews, domestic homicide and other review processes 	<p>harm or neglect as this relates to their role</p> <ul style="list-style-type: none"> • To proactively seek appropriate advice and report concerns • To have the appropriate board level skills to be able to challenge and scrutinise safeguarding information to include: performance data, serious incidents, partnership working and regulatory inspections to enable appropriate assurance of the organisation's performance in safeguarding 	<p>as well as an expectation that the organisation and professionals within it value and listen to adults at risk</p> <ul style="list-style-type: none"> • Commitment to work in partnership with other organisations/clients and families/carers to promote high quality safeguarding • Commitment to promote a positive culture around safeguarding within the organisation
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	<ul style="list-style-type: none"> • Knowledge about the need for, provision of and compliance within commissioning and provider organisations as a statutory requirement • Knowledge about the importance of all adult safeguarding policies and procedures with regard to personnel, and the requirement for maintaining, keeping them up-to-date and reviewed at regular intervals to ensure they continue to meet both individual client and organisational needs • Knowledge about the regulation and inspection processes and implications for the organisation if standards are not met by either commissioners or providers • If working within a commissioning organisation, knowledge about the importance of regular reporting and monitoring of safeguarding arrangements within provider organisations 		
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	<ul style="list-style-type: none">• Knowledge about board level risk relating to adult safeguarding and the need to have arrangements in place for rapid notification and action on serious incidents• Knowledge about the requirement of the board to have access to appropriate high-quality social care, clinical and forensic advice on adult safeguarding from dedicated/named designated professionals or equivalents		
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