

ISLE OF MAN SAFEGUARDING BOARD
SAFEGAURDING COMPETENCY FRAMEWORK RECORD

INTRODUCTION

Living a life that is free from harm and abuse is a fundamental right of every child, young person and adult. When abuse or neglect does occur, it needs to be dealt with swiftly, effectively and in ways that are proportionate to the concerns raised. In addition, the child or adult must be at the centre of any safeguarding response and their right to be heard is a critical element in any investigation and support given.

This Safeguarding Competency Framework Document is for use by the Isle of Man workforce to support them to undertake their safeguarding roles and responsibilities competently and confidently keeping the welfare and safety of children young people, adults and families as the primary focus. This document is written within the framework of the following legislation:

The Isle of Man Children and Young Person's Act 2001

The Human Rights Act (2001)

The UNCRC

Data Protection Act 2018

Safeguarding Act 2018

The Framework provides agreed minimum standards applicable to all statutory partners with a duty to safeguard, and organisations providing services to children and families.

There are five groupings of staff with different levels of safeguarding responsibilities and competencies. This framework identifies staff fitting into each level but is not an exhaustive list. It is the responsibility of each agency to determine which levels their staff groups fit into.

The framework also enables staff to record their own evidence of competency and use the document as a tool to assist their development.

This document has been mapped against the DH (UK) Intercollegiate document [https://www.rcn.org.uk/_data/assets/pdf_file/0008/474587/Safeguarding_Children - Roles and Compentences for Healthcare Staff 02_0....pdf](https://www.rcn.org.uk/_data/assets/pdf_file/0008/474587/Safeguarding_Children_-_Roles_and_Compentences_for_Healthcare_Staff_02_0....pdf) If you work for Health Services you must refer to the DH (UK) Intercollegiate Document.

VISION AND VALUES

The framework is underpinned by the Safeguarding Board Values:

Respect Services are inclusive where difference is respected and mutual respect exists between organisations and professionals safeguarding children.

Caring Services are delivered in partnership and are child focused, empathising with the feelings of children, young people and families, through the creation of a safe environment in which concerns can be shared.

Listening The child's or young person's voice is heard, their experience understood and responsibility taken to act in their best interests.

Curiosity There is a thirst for knowledge, analysing, understanding, challenging and sharing information appropriately and never missing out on an opportunity to find out more about the child or young person's experience.

Fairness Decisions are made openly, consistently and lawfully, always in the best interests of the child, young person or family and that any discretion is used appropriately.

Professionalism High quality services are delivered with integrity by a competent and knowledgeable team working in partnership to keep children and young people safe.

Roles and Responsibilities

The Training and Development Group (TDG) is responsible for the strategic overview of safeguarding training, both by single agencies (to their own staff) and interagency training (where staff from several agencies train together). It is responsible for ensuring training is delivered to a consistently high standard, is relevant, and tailored to meet local need.

The TDG has responsibility for a range of safeguarding children training and development opportunities and is accountable to the Safeguarding Board . It works to ensure that all relevant staff receive training, it establishes the number of practitioners with direct contact with children; that require training, to what level and what percentage has been trained.

The Employing Agency should identify staff requiring Safeguarding Training, for ensuring that their employees are competent and confident in carrying out their responsibilities for safeguarding. Employers have a responsibility to ensure that level 1 training on Child Protection is undertaken by all staff whose work brings them into contact with children and young people whether this is directly or indirectly by contact with their families; identify mandatory training and learning outcomes from reviews; advise the TDG about training which is required and has been identified ; audit employees training needs and contribute to the identification of the TDG priorities for Training; keep a record of who has attended training and when they should next attend.

WHO REQUIRES TRAINING ?

Training and development will be targeted at groups from voluntary, statutory and independent agencies' as identified below. Staff must access the appropriate induction and minimum training requirement.

Individual agencies remain responsible for ensuring that their staff are competent and confident to carry out their roles safely including their safeguarding responsibilities.

The tables below are not an exhaustive list and should be used as a guide, any additional training should be provided by the employer to ensure staff develop the knowledge and skills required for their specific job roles and responsibilities.

The Isle of Man Safeguarding Board expects that all staff who come into contact with children and families attend safeguarding training every 3 years as a minimum as part of the mandatory training requirement.

Level 1 Staff Group All staff/volunteers working with children and adults who are parents or carers who may become aware of possible abuse or neglect. E.g. Scout/ Brownie leaders, sports centre staff, administrative staff, maintenance staff, child minders, part time youth workers, religious groups, community groups, playgroups.

Level 2 Staff Group All staff who work regularly with children and young people and may be in a position to identify concerns about maltreatment. E.g. Teachers and Educational Support officers, Hospital and Adult Community Health staff, Police[not PPU], Probation Officers, Clinical Psychologists and Youth Workers.

Level 3 Staff Group All staff working with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and evaluating the needs of a child or young person and parenting capacity where there are safeguarding/child protection concerns, including S46 enquiries. E.g. Head Teachers/Designated teachers, GPs, Midwives, Health Visitors, School Nurses, CAMHS, Children and Families Social Workers, Education Liaison Officers, Police (PPU), Family Centre staff, Educational Psychologists, Children's Ward Nurses, Residential and Secure Care Workers, foster carers.

Level 4 Staff Group Specialist roles – staff who advise and support other professionals who may have a safeguarding children concern. E.g. Named Nurse (Health Services), Child Protection Officer Safeguarding (DESC), Senior Managers (Social Care), Senior Police Officers (PPU), IRO's.

Level 5 Staff Group Operational and Strategic Managers, Chief Executives, Heads of Service, Safeguarding Board members, designated professionals.

All competencies should be refreshed every three years.

COMPETENCIES

What is a competency?

A competency refers to a combination of skills, knowledge and experience expected of an individual to ensure that practice is in keeping with a job role, duties and responsibilities. In respect of safeguarding a competency involves being able to demonstrate the ability to be confident in responding to safeguarding concerns that a worker may come across whilst carrying out their day-to-day duties.

LEVEL 1: To identify abuse or neglect and to report concerns appropriately. THROUGH: i) Single agency training, ii) multi-agency training. iii) E-learning. iv) Face-to-face training		
Safeguarding competency	Evidence of competency	Course/learning event and date completed
Awareness of Safeguarding	Knows what is meant by abuse and neglect.	
	Demonstrates what constitutes risk of/actual harm abuse or neglect.	
Reporting Safeguarding concerns	Knows organisation's processes for Safeguarding – who and how to report.	
	Knows how to ensure immediate safety (e.g. contacting police)	
	Knows how to manage a disclosure, maintain appropriate confidentiality but not keep secrets, and knows about issues of consent.	
Effective support	Knows how their own beliefs might influence their thinking, and knows who they can talk to and be supported- including equality and diversity .	

LEVEL 2: Staff and volunteers with professional and organisational responsibility for children and young people in their work.		
THROUGH: i) Face-to-face training via SCB training programme. ii) In-house training.		
Safeguarding competency	Evidence of competency	Course/learning event and date Completed
Level 1 competencies plus...	As level 1	
Listen, Inform, Involve	Ability to identify appropriate ways of supporting children and young people about whom there are concerns.	
	Know how to support the involvement of children young people and families in safeguarding processes.	
	Know how to engage children and young people in the safeguarding processes	
Report, refer, respond and record	Demonstrate understanding of organisational and Board procedures and processes for reporting and documenting Safeguarding concerns including thresholds and MARF.	
	Demonstrate appropriate information sharing with others and within and across organisations.	
knowledge of Safeguarding	Demonstrate a working knowledge of legislation and local and organisational guidance in Safeguarding.	
	Know the roles of other agencies and professionals in the safeguarding process.	
	Have a knowledge of specific risk factors (child and parent) – on line safety; CSE; disability; domestic abuse, mental health, substance misuse etc.	
Assess and analyse	Knowledge of local approaches – early help and support, NARRATES, dynamic risk analysis.	
	Know how and what to contribute to an assessment of a child – development ability, attainment, and a family's history and functioning.	

LEVEL 3: professional staff with responsibility for safeguarding and who may be called upon to lead safeguarding enquiries or provide supervision, advice and support. THROUGH: i) multi-agency training opportunities. ii) reflective supervision etc iii) Themed training via the SCB training programme. iv) Self-directed learning		
Safeguarding competency	Evidence of competency	Course/learning event and date completed.
Level 1 and 2 competencies plus... dependant on role	As level 1 and 2	
Apply skills and knowledge in a CP Inquiry	Able to undertake /contribute to Safeguarding enquiries with appropriate support and guidance	
	know how best evidence is achieved, and keep accurate and timely records.	
	produce and present good quality comprehensive reports to CP conference/core group etc.	
Demonstrate professional judgement	Understand own role and that of others in safeguarding.	
	Demonstrate effective multi agency working in the assessment of risk.	
	Have a working knowledge of safeguarding procedures	
	Ability to present safeguarding/child protection concerns verbally/ in writing for professional and legal purposes CP conferences, court proceedings, core group.	
Manage CP inquiries [manager/supervisor/chair]	Provide support and supervision to staff	
	ability to manage cases through Safeguarding processes.	
	ability to review and analyse information within the workers report and inquiries.	
	Know how to use escalation processes	
Demonstrate specialist knowledge	Demonstrate accountable decision making.	
	Demonstrate ability to include other agencies, in accordance with local procedures and best practice guidance.	
	Demonstrate a working knowledge of legislation and local procedures	
	Be able to recognise barriers to engagement, non-compliance, hostility.	

LEVEL 4 : professional staff with specialist safeguarding roles who can challenge safeguarding practice internally and externally, and contributes to the strategic agenda. THROUGH: i) multi-agency training events. ii) Off-Island training. iii) Personal directed study.		
Safeguarding competency	Evidence of competency	Course /learning event and date completed.
Level 1,2 and 3 competencies plus... dependant on role	As level 1, 2 and 3	
Application of specialist skills and knowledge	Show an understanding and application of best practice in Safeguarding	
	Have an in depth understanding of thresholds and information sharing.	
	Know how staff in their own organisation should be trained.	
	Ability to undertake internal and external inquiries, SCR's and reporting and learning exercises	
Engage	Disseminate information to and from strategic leaders	
	Identify and challenge practice that requires improvement	
	Actively contribute to multi agency sub groups, working groups to enable best practice.	
Promote and develop	Ability to demonstrate and embed learning from reviews.	
	Promote best practice initiatives- policy, procedure, supervision, training.	
	Ability to quality assure practice and policy.	
	Support managers and staff to develop skills and competencies.	

LEVEL 5 : governance and Board roles that scrutinise safeguarding work , challenge and hold the organisation and safeguarding organisations to account		
THROUGH: i) multi-agency training events. ii) Off-Island training. iii) Personal directed study.		
Safeguarding competency	Evidence of competency	Course/learning event and date completed.
Leadership	Show strategic leadership and understanding of the governance of safeguarding.	
	Show public, professional and organisational awareness of Safeguarding	
	Promote practice-based evidence and research in Safeguarding	
Strategic planning	Ensure delivery of Safeguarding business plan, Annual Report, Performance , Training compliance	
	Active participation in strategic commissioning of best safeguarding practice	
	Develop local community and public engagement strategies.	

This document provides the minimum standard of competence required of those who work with children and families. It enables employers and employees to establish consistency in approach to Safeguarding and to demonstrate competence in their practice in line with their occupational role and responsibilities.