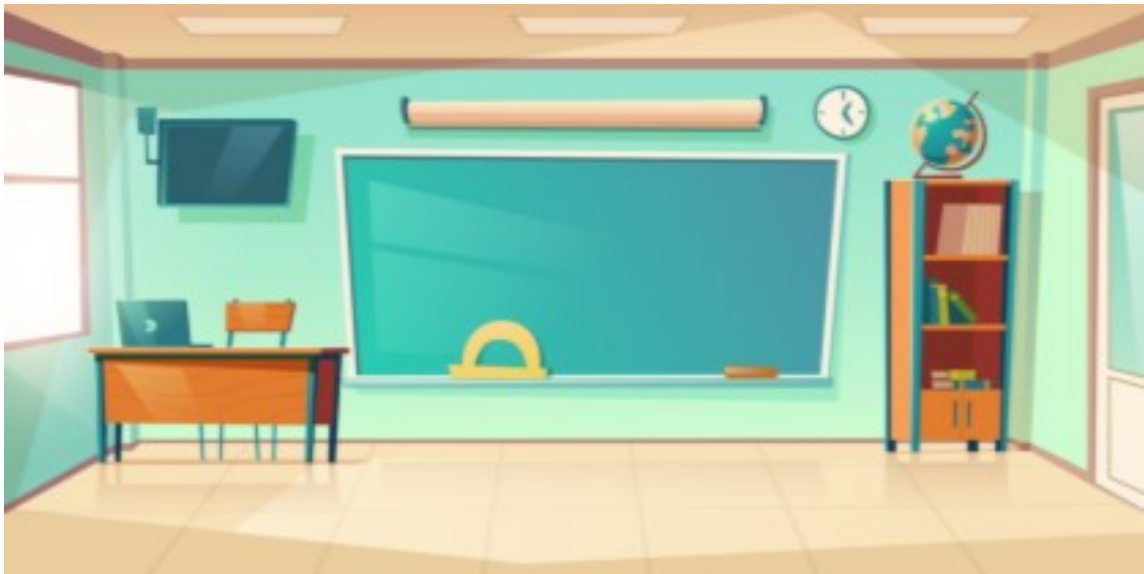




SAFEGUARDING BOARD ISLE OF MAN

Isle of Man Safeguarding Board

Safeguarding Children's Competency Framework



Minimum Requirements for Safeguarding Children Learning

This document is a revision of the previous Framework. It is based on current guidance, definitions and terminology and is subject to change.

This document will be reviewed on a regular basis to consider and reflect any changes in legislation, guidance, definition, terminology, and practice.

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1. Introduction

This Safeguarding Children Competency Framework is for use by the Isle of Man Children's workforce to support individuals and organisations to undertake their Safeguarding roles and responsibilities competently and confidently keeping the welfare and safety of children, young people 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](#)

[Data Protection Act 2018](#)

[Safeguarding Act 2018](#)

[European Convention of Human Rights](#)

[Safeguarding Children and Young People: Roles and Competencies for Healthcare Staff](#)

The principles underpinning this framework are based on the Isle of Man Safeguarding Board Multi- Agency Procedures and the Childcare Strategy as part of Putting the Child First in the Island Plan.

Safeguarding: Everyone's Business requires that anyone who may come into contact with children and their families in the course of their work will require training. This includes those with particular responsibilities for safeguarding children, the wider children's workforce and the adult workforce who may be in a position where they have contact with children and young people.

This competency document sets out the framework for the planning, delivery and evaluation of Safeguarding Training delivered by the Children's Quality, Training and Development Group (CQTDG) on behalf of the Safeguarding Board. The priorities are informed by the Isle of Man Safeguarding Board Business Plan 2021 - 23. We achieve our priorities by ensuring that all staff and volunteers working with or who have contact with children in the Isle of Man are given opportunities and support to develop a common core of skills and knowledge which enables them to deliver quality, well-coordinated and consistent children's services to those who need them.

2. Vision & Values

Safeguarding children training is underpinned by the Isle of Man Safeguarding Board's Core 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.

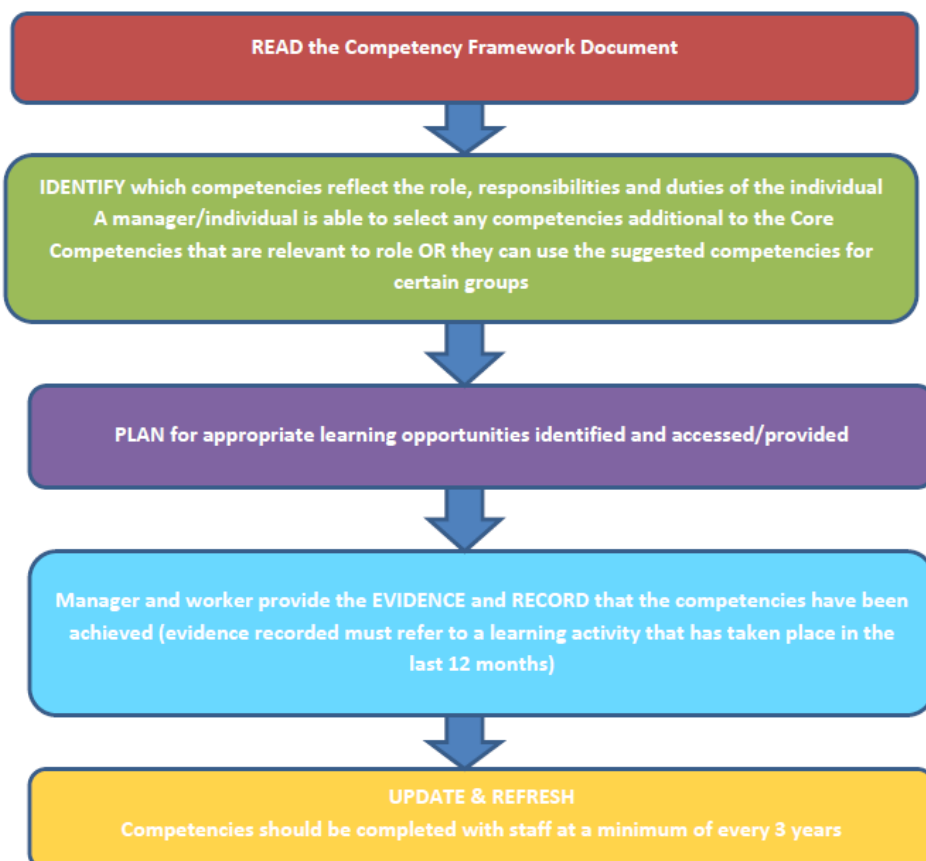
Curiosity - There is a thirst for knowledge, analysing, understanding, challenging and sharing information appropriately and never missing out on an opportunity to find out more about the child or young person's experience.

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.

3. The Process

- This document covers a range of competencies which will reflect the variety of roles and responsibilities held by workers and volunteers within the children's workforce
- Everyone regardless of job role must demonstrate competency in the Core Competencies which are those numbered 1-10.
- Depending on an individual's role and responsibility, further competencies may need to be achieved and evidenced.
- It is the responsibility of the organisation/individual to determine the knowledge and learning that is required, however there are some suggested groups for the additional competencies.



4. Roles and Responsibilities

The Children Quality, Training and Development Group

The Children Quality, Training and Development Group (CQTDG) is responsible for the strategic overview of safeguarding training, both by single agencies (to their own staff) and multi-agency training (where staff from several agencies train together). The CQTDG is responsible for ensuring that multi-agency training is delivered to a consistently high standard and ensuring that a process exists for evaluating the effectiveness of training. It is also required to ensure that training provided by individual organizations is relevant, reaching relevant groups of staff and tailored to meet local need.

The CQTDG has responsibility for a range of safeguarding children training and development opportunities and is accountable to the Safeguarding Board.

- The chair of the CQTDG will ensure that all members have sufficient knowledge of training needs and processes to enable them to make informed decisions on behalf of their agency.
- CQTDG members will be in a position to influence Safeguarding Children training within their own agency and complete tasks as required by the Safeguarding Board.
- The CQTDG members will provide relevant data to the Safeguarding Board.

The CQTDG will be working to ensure that all relevant staff receive training by:

- Establishing the number of practitioners within individual agencies with direct contact with children
- Establishing what percentage of workforce needs training, to what level and what percentage has been trained
- Distributing and analysing a training needs questionnaire annually to help identify key safeguarding training priority populations amongst statutory and voluntary sector groups.
- Agreeing with agencies what is mandatory and discretionary training.

The Employing Agency

The CQTDG competency document enables employers to identify their responsibilities to staff requiring Safeguarding Training by setting out the knowledge and skills that are required for staff in safeguarding roles from Universal to Specialist services.

Individual agencies are responsible for ensuring that their employees are competent and confident in carrying out their responsibilities for safeguarding and promoting the welfare of children.

Employers should ensure their employees are aware of how to recognise and respond to safeguarding children concerns. They should understand and have the necessary knowledge, skills and values to carry out their own role and responsibilities and be aware of safe practice within their work setting.

Employers have a responsibility to:

- ensure that level 1 training on Safeguarding Children is undertaken by all staff whose work brings them into contact with children and young people
- identify and provide mandatory training based on the workforce level of need
- be responsive to learning outcomes from Serious Case Management Reviews, identified local themes impacting safeguarding children and the Island community
- advise the CQTDG about multi – agency training which is required and has been identified through the personal development process, supervision or thematically via reporting and learning systems.
- Employing agencies will need to ensure staff and volunteers are given the opportunity for reflection and learning to be discussed with supervisors or managers and for this to be recorded in order to ensure learning outcomes have been achieved.
- identify adequate resources and support for multi-agency training including contributing to the CQTDG training pool
- release staff to attend the appropriate multi- agency training courses and to participate in the Training Pool, attend meetings and deliver the training as specified
- ensure staff receive relevant single agency training
- develop a training plan
- audit employees training needs and contribute to the identification of the CQTDG priorities for Training
- keep a record of who has attended training and when they should next attend

Who Requires Training?

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

Training and development for multi-agency work will be targeted at groups from voluntary, statutory and independent agencies as identified below.

The Isle of Man Safeguarding Board expects that all staff who come into contact with children and families attend multi – agency 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 who may become aware of possible abuse or neglect. E.g. Scout/ Brownie leaders, sports center 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. E.g. Teachers and Educational Support officers, Hospital

and Adult Community Health staff, Police [not MAPPU], Probation Officers, Clinical Psychologists and Youth Workers.

Level 3 Staff Group All staff working with children, young people 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 (MAPPU), 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 (Manx Care), Team Managers and Senior Managers (Manx Care), Senior Police Officers (MAPPU), IRO's.

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

5. The Safeguarding Children Competency Framework

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.

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| 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 |
| 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. Understands their Professional boundaries |
| 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. Knowing how to access emotional and practical support, how we treat people, looking after self, be supported |

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| <u>Training available</u> e-learning – basic awareness |
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| LEVEL 2: Staff and volunteers with professional and organisational responsibility for children and young people in their work. THROUGH: i) single-agency training. ii) Face-to-face training via SB training programme. | |
| Safeguarding competency | Evidence of competency |
| <u>Level 1 competencies plus...</u> | <u>As level 1</u> |
| Report, refer, respond and record | Demonstrate awareness of organisational and Board procedures and processes for reporting and documenting Safeguarding concerns including thresholds and Multi Agency Referral Form. Demonstrate appropriate information sharing with others and within and across organisations. |
| Knowledge of Safeguarding | Demonstrate a working knowledge of legislation, 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. |

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| Multi-agency training currently offered (Based on Board priorities at the time) Safeguarding Awareness for Children |
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| LEVEL 3: professional staff with responsibility for safeguarding and who may be called upon to participate in safeguarding enquiries or provide supervision, advice and support. THROUGH: i) multi-agency training opportunities. ii) Reflective supervision iii) themed training via the Safeguarding Board training programme. iv) Self-directed learning | |
|--|---|
| Safeguarding competency | Evidence of competency |
| Level 1 and 2 competencies plus... dependent on role | As level 1 and 2 |
| 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 |
| Apply skills and knowledge in a CP Inquiry | Able to undertake /contribute to Safeguarding enquiries with appropriate support and guidance Understand S46 enquiry process and their role within it 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 to apply safeguarding procedures Ability to present safeguarding/child protection concerns verbally/ in writing for professional and legal purposes, CP conferences, court proceedings, core group. |
| Contributing to CP enquiries | Provide support and supervision to staff Ability to manage cases through safeguarding processes. Ability to review and analyse information within the workers report and enquiries. 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. |

| Multi-agency training currently offered (Based on Board priorities at the time) |
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| <ul style="list-style-type: none"> • Understanding brain development and trauma • Safeguarding and emotional abuse • Core Groups and Conferences • Designated Safeguarding Lead • Safeguarding Babies • Contextual safeguarding • Awareness of the impact of Domestic Abuse |

| 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 |
| Level 1,2 and 3 competencies plus... dependent on role | As level 1, 2 and 3 |
| Application of specialist skills and knowledge | <p>Show an understanding and application of best practice in Safeguarding</p> <p>Have an in depth understanding of thresholds and information sharing.</p> <p>Know how staff in their own organisation should be trained.</p> <p>Ability to undertake internal and external inquiries, SCMR's and reporting and learning exercises</p> <p>Understanding responsibilities when managing allegations against staff (MASM Process)</p> |
| Engage | <p>Disseminate information to and from strategic leaders</p> <p>Identify and challenge practice that requires improvement</p> <p>Actively contribute to multi- agency sub groups, working groups to enable best practice.</p> |
| Promote and develop | <p>Ability to demonstrate and embed learning from reviews.</p> <p>Promote best practice initiatives- policy, procedure, supervision, training.</p> <p>Ability to quality assure practice and policy.</p> <p>Support managers and staff to develop skills and competencies.</p> |

Multi-Agency training identified as a priority for the Board

MASM

LEVEL 5 : Governance and Board roles that scrutinize safeguarding work , challenge and hold the organisation and safeguarding organisations to account

THROUGH: i) Off-Island training. ii) Personal directed study.

| Safeguarding competency | Evidence of competency |
|-------------------------|--|
| Leadership | <p>Show strategic leadership and understanding of the governance of safeguarding.</p> <p>Show public, professional and organisational awareness of safeguarding</p> <p>Promote practice-based evidence and research in safeguarding</p> |
| Strategic planning | <p>Ensure delivery of Safeguarding business plan, Annual Report, Performance Training compliance</p> <p>Active participation in strategic commissioning of best safeguarding practice</p> <p>Develop local community and public engagement strategies.</p> |

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