



making  
safeguarding  
personal



# Cornwall and Isles of Scilly Competency Framework Handbook



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# Introduction to the Cornwall and Isles of Scilly Competency Framework for Adult Safeguarding Practice

## Why have a Competency Based Framework?

A traditional training strategy alone does not necessarily ensure individuals are competent in safeguarding practice.

People learn in different ways, it is a life-long and ongoing process. Much of our learning becomes embedded or 'situated' in our everyday life.

For other more complex activities the knowledge we require can risk becoming lost when we don't practice what we have learnt, this is called 'knowledge decay' (Dills et al, 2016). To avoid this, we need to recognise that:

- Learning is continual
- We need to acknowledge our own knowledge decay
- Knowledge is continually shifting, changing as new arguments and ideas emerge
- Knowledge is influenced by the way we communicate, and this is rapidly changing
- Social, political, educational and behavioural factors all influence the way in which we learn

This Framework is made up of five competencies and embeds safeguarding in everything we do. The Cornwall and Isles of Scilly Safeguarding Adults Board (SAB) has a multi-agency membership and these competencies reflect and include best practice guidance from several professional bodies. It combines the NHS 's Intercollegiate Document 'Adult Safeguarding, Roles and Competencies for

Health Care Staff', The National Centre for Post Qualifying Social Work and Professional Practice's 'National Competency Framework for Safeguarding Adults (Bournemouth University)' and Skills for Care's 'The Care Certificate, Standard 10 Safeguarding Adults'.

The Competency Framework will enable staff and volunteers in health, social care and other related services to demonstrate they have the required knowledge, skills, attitudes and behaviours to act effectively within their particular role. Their level of involvement will depend on the nature and responsibilities associated with their roles. Staff must be confident in safeguarding.

It focuses on skills, knowledge and experience and ensures staff can demonstrate their ability to be confident in safeguarding and can demonstrate their competencies through their practice.

This can be combined with a mix of:

- Direct observation of practice
- Traditional training
- Discussion and questioning in supervision
- Appraisal meetings or discussions in team meetings
- Shadowing with more experienced staff, and mentoring opportunities
- Access to resources

### The five competencies in the Framework and who they are for:

Adult Safeguarding Awareness	For everyone
Frontline practitioners	All staff with face to face contact with adults
Specialist safeguarding roles	For staff undertaking Caused Enquiries and Section 42
Manager roles and responsibilities	Supporting the competencies of the frontline practitioners
Board members	Agencies executive board members and SAB board

## Awareness (Foundation) Competency for Safeguarding Adults

### Who is this for?

All staff and volunteers who are involved in care, support and community services. This foundation competency is for people to be skilled in recognising signs of harm and abuse (including self-neglect) and to know who to contact for advice when they have safeguarding concerns.

### Important:

These are competencies for adult safeguarding. Staff need to be aware of transferrable risk between adults and children. These competences do not replace the need for staff to undertake appropriate child safeguarding training.

Principle	Competence	Examples of how it might look in practice
Empowerment	<ol style="list-style-type: none"> <li>To understand how own beliefs, experience and attitudes might influence involvement in safe guarding practice.</li> <li>Understand that safeguarding practice is a statutory duty.</li> <li>Awareness of the importance of involving the person(s) or their representative in safeguarding decisions made.</li> <li>Acknowledgement that informal carers may at times need support to continue in their role.</li> </ol>	<ol style="list-style-type: none"> <li>Able to recognise abuse and raise safeguarding concerns appropriately.</li> <li>An appreciation that safeguarding practice sits within a legal framework. (For example: Care Act 2014, Human Rights Act 1998, Mental Capacity Act 2005 and Equality Act 2010).</li> <li>Demonstrates the principles of Making Safeguarding Personal (MSP): will listen and hear the views of carers and families in order to support the individual within the safeguarding process.</li> <li>The ability to support carers in accessing appropriate support as required.</li> </ol>
Prevention	<ol style="list-style-type: none"> <li>Recognising that early intervention can prevent situations from escalating.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrates the ability to escalate concerns if action is not taken by using the escalation policy and their own managers for initial guidance. Awareness of adult social care's triage team helpline and its ability to offer immediate advice and guidance.</li> </ol>
Proportionality	<ol style="list-style-type: none"> <li>Awareness of necessary action including reporting and documenting concerns safely and seeking advice.</li> </ol>	<ol style="list-style-type: none"> <li>Has sought advice and responded appropriately. Has shared a concern with those who need to know.</li> </ol>

Principle	Competence	Examples of how it might look in practice
Protection	<ol style="list-style-type: none"> <li>1. Understanding of the definition 'Adult at Risk' and the need for a possible safeguarding intervention which may in some circumstances be without the person's consent.</li> <li>2. Able to recognise signs of adult abuse, harm and neglect including self-neglect.</li> <li>3. Know how to access the safeguarding process, including contacting the emergency services as appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Able to identify an adult at risk as defined in the Care Act 2014.</li> <li>2. Able to demonstrate the ten categories of abuse as set out in the Care Act 2014.</li> <li>3. Able to complete the adult safeguarding referral forms effectively.</li> </ol>
Partnership	<ol style="list-style-type: none"> <li>1. An awareness of the importance of co-operation, sharing information (including the consequences of failing to do so).</li> <li>2. An awareness of consent, information sharing, data protection legislation and acting safely to share information.</li> </ol>	<ol style="list-style-type: none"> <li>1. Able to seek appropriate advice and report concerns and feel confident that those have been understood and acted upon.</li> <li>2. Able to share information appropriately and understand why this is important.</li> </ol>
Accountability	<ol style="list-style-type: none"> <li>1. Recognises potential indicators and signs of adult abuse, harm and neglect and the transferable risks to other adults and children.</li> <li>2. Awareness of and ability to access Cornwall and IoS policies and procedures.</li> <li>3. Understanding of own responsibilities to responds to concerns and how to access support to do so.</li> <li>4. Recognises that any concerns about an individual's well-being must be shared with the appropriate persons.</li> <li>5. Know what to do if there are professional inter agency disagreements or if they experience any other barriers to raising a concern about an adult at risk of abuse, harm or neglect.</li> </ol>	<ol style="list-style-type: none"> <li>1. Can explain what might constitute abuse and the possible signs/ indicators.</li> <li>2. Knows where to access information regarding local policies and procedures.</li> <li>3. Demonstrates their commitment to being accountable for their own practice in relation to Safeguarding.</li> <li>4. Understanding of the importance of Information sharing.</li> <li>5. Understanding that there is an escalation policy and how to access it.</li> </ol>
Support Materials	<ul style="list-style-type: none"> <li>● Own organisation's policy and procedures</li> <li>● SAB Guide to the Public leaflet</li> <li>● SAB engagement toolkit including strategy, newsletters, website and bite sized guides</li> <li>● Making Safeguarding Personal guides</li> </ul>	<ul style="list-style-type: none"> <li>● NHS safeguarding app</li> <li>● E-learning (various providers)</li> <li>● Peer support</li> <li>● Case studies</li> <li>● Supervision</li> <li>● Lunch and Learn sessions</li> <li>● Audit</li> </ul>

## Front line workers:

## Competencies for Safeguarding Adults



### Who is this for?

This set of competencies is for all front line employed workers (staff who have direct contact face to face with individuals) and covers a wide range of practitioners. The expectation is for workers/staff to understand and to comply with the competencies within this framework.

### Important:

These are competencies for the adult safeguarding. Staff need to be aware of transferrable risk between adults and children. These competences do not replace the need for staff to undertake appropriate child safeguarding training.

Principle	Competence	Examples of how it might look in practice
<b>Empowerment</b>	<ol style="list-style-type: none"> <li>1. Practice is person-centred in line with the principles of Making Safeguarding Personal (MSP).</li> <li>2. Discuss the situation with the person or their representative, document and report concerns, record the wishes and views of the adult at risk.</li> <li>3. Ensure the individual has enough information about the situation, including safeguarding processes, in order to be able to give valid consent to share information.</li> <li>4. Understand the impact of all the categories of abuse on the individual and on personal identity and decision making in a safeguarding context.</li> <li>5. Understand the different types of advocacy for the adult at risk of abuse, harm or neglect.</li> <li>6. Knows where additional support can be accessed for the adult at risk, in specific circumstances.</li> <li>7. Ensure reasonable adjustments are made to enable effective communications for adults at risk, enabling them to take an active part in their safeguarding.</li> </ol>	<ol style="list-style-type: none"> <li>1. Has demonstrated how their practice is person-centred and can identify the key themes of Making Safeguarding Personal.</li> <li>2. Has demonstrated the ability to have effective conversations with the individual at risk or their representative to ensure they understand the risks, and that their views and wishes are identified.</li> <li>3. Has identified and reflected on circumstances that may impact on the complexity of safeguarding situations such communication needs, interdependent relationships.</li> <li>4. Has considered different levels of support needed by each individual and the effect the act of disclosure may have on that person.</li> <li>5. Has identified the need for advocacy as part of the referral.</li> <li>6. Has or can demonstrate where/how to make a referral for additional support. For example, domestic abuse and sexual violence, modern slavery.</li> <li>7. Demonstrates the importance of facilitating communication with use of interpreters, speech and language colleagues, and aids to improve communication.</li> </ol>

Principle	Competence	Examples of how it might look in practice
Empowerment	<ol style="list-style-type: none"> <li>8. Understand the legal frameworks, including the Care Act 2014, the Human Rights Act 1998, the Mental Capacity Act 2005, Equality Act 2010, Making Safeguarding Personal and relevant others.</li> <li>9. Undertake capacity assessments within the framework of the Mental Capacity Act 2005 and identify who needs to be included, or consulted with, in making decisions in a person's best interests.</li> <li>10. Understand, and practically apply, the principles of best interest decisions in a less restrictive manner, as reflected in the Mental Capacity Act 2005.</li> <li>11. Create a risk reduction plan with the adult proportionate to the risk presented and the need to review it.</li> </ol>	<ol style="list-style-type: none"> <li>8. Demonstrates use of various sections of Care Act, the differences in Absolute, Qualified and Limited Human Rights, the ten protection characteristics of the Equality Act and their application in adult safeguarding.</li> <li>9. Can identify circumstances when a capacity assessment must be undertaken. Has undertaken capacity assessment and given rationale for decision.</li> <li>10. Demonstrates the importance of the best interest discussion focusing on the past and present wishes of the adult at risk.</li> <li>11. Has demonstrated an understanding of presented risk for individuals not wanting to engage and has sought ways to include the adult at risk as far as they are able or want to participate in their safeguarding.</li> </ol>
Prevention	<ol style="list-style-type: none"> <li>1. Support individuals to identify potential risk of harm, abuse and neglect and ways in which these can be reduced.</li> <li>2. Use local safeguarding structures and arrangements to practise in a manner that seeks to reduce the risk of abuse, harm or neglect.</li> <li>3. Understand the importance of local risks and emerging themes that have arisen from recent Safeguarding Adults Reviews (SARs).</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates an ability to have effective conversations about risk with individuals or their representatives who may be at risk of potential abuse or neglect.</li> <li>2. Has a knowledge of key features of relevant strategies, e.g. Prevent, Multi Agency Public Protection Arrangements (MAPPA) and Multi Agency Risk Assessment Conference (MARAC).</li> <li>3. Knowledge of SAR process. Knows where to access local SARs and has embedded learning from SARs into practice.</li> </ol>
Proportionality	<ol style="list-style-type: none"> <li>1. Act in accordance with key statutory legislation and non-statutory guidance.</li> <li>2. Recognise signs of self-neglect and take action as prescribed by Cornwall and Isles of Scilly self-neglect policy and best practice guidance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates knowledge and application of relevant Human Rights Act articles in relation to potential safeguarding.</li> <li>2. Knows what the CloS policy means by a person who self neglects and can describe different strategies that may support an individual in these circumstances. 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 relevant services. Is able to give a rationale for actions taken.</li> </ol>

Principle	Competence	Examples of how it might look in practice
Protection	<ol style="list-style-type: none"> <li>1. Address the immediate safety of the person and ensure that a protection plan is put in place immediately when the level of risk requires this.</li> <li>2. Contribute to and/or co-ordinate protection planning, resolution and recovery, as appropriate to safeguarding concern.</li> <li>3. Understand, and act on, the professional duty to report crime in line with organisational and professional guidance.</li> <li>4. Recognise when there is an obligation to act on safeguarding concerns even when this is against the expressed wishes of the person.</li> <li>5. Has an understanding of forensic requirements in relation to adult safeguarding.</li> </ol>	<ol style="list-style-type: none"> <li>1. Has contacted emergency services as appropriate in relation to an adult at risk. Can demonstrate the need for the protection plan to be person centred.</li> <li>2. Understands that resolution and recovery for the individual may continue beyond the timescales of the protection plan and actively contributes to this. Has contributed to, and monitored protection plans to ensure they are supporting the individual appropriately.</li> <li>3. Has identified that instances of abuse/neglect may be a criminal offence and has consulted with the police in this regard. Has demonstrated an understanding of the need to refer in accordance with human rights legislation, criminal law and CloS policy and procedure, (see P52).</li> <li>4. Knows when consent must be sought and when consent must be overridden.</li> <li>5. Can articulate the key principles of the Human Rights Act (Articles 2 and 3) in relation to the duty to respond to concerns. For example, the need to preserve evidence by not touching, cleaning or removing anything that might contribute to an investigation of a potential crime scene; detailing injuries and recording what is said by an individual.</li> </ol>
Partnership	<ol style="list-style-type: none"> <li>1. Work with other professionals and agencies, with adults and their families where there are safeguarding concerns in risk management and protection planning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates best practice in documentation, record keeping, and data protection issues in relation to information sharing for safeguarding purposes.</li> </ol>

Principle	Competence	Examples of how it might look in practice
Partnership	<ol style="list-style-type: none"> <li>2. Identify situations when they may be others at risk (e.g. children, informal carers) and refer to appropriate services.</li> <li>3. Document safeguarding concerns in order to be able to inform the relevant staff and agencies as necessary.</li> <li>4. Maintain appropriate records, record the wishes and views of the adult at risk and differentiate between fact and opinion.</li> <li>5. Share appropriate and relevant information with other teams, within relevant information sharing protocols.</li> <li>6. Attend relevant multidisciplinary meetings to present supporting evidence within relevant information sharing protocols. If unable to attend, contribute written reports or information as required/requested/ relevant in accordance with confidentiality and information sharing requirements.</li> <li>7. Undertake/contribute to and support inter-agency assessments or enquiries particularly when the enquiry needs to be undertaken by the person with the relationship with the adult. Gathering and sharing of information, including the person's views on risk and risk management.</li> </ol>	<ol style="list-style-type: none"> <li>2. Has demonstrated a holistic approach to the identification of risk and referred to other agencies, e.g. children's services where appropriate.</li> <li>3. Able to document safeguarding concerns, and maintain appropriate record-keeping, recording the wishes and views of the adult at risk, differentiating between fact and opinion.</li> <li>4. Able to share appropriate and relevant information between teams – in writing, by telephone, electronically, and in person within relevant information sharing protocols.</li> <li>5. Has demonstrated an understanding of the purpose of multi-disciplinary meetings in relation to safeguarding and is confident to present relevant information verbally and in writing.</li> <li>6. Has demonstrated the ability to complete given actions.</li> </ol>
Accountability	<ol style="list-style-type: none"> <li>1. Use professional and clinical knowledge and understanding of what constitutes any signs of adult abuse, harm or neglect. This includes further recognition of local safeguarding priorities, for example, financial abuse, Prevent, modern slavery.</li> <li>2. Familiar with local adult safeguarding process; knows how to access, complete and submit the local referral form.</li> <li>3. Understand own and colleagues' roles, responsibilities, and professional boundaries, including what constitutes both organisational and professional abuse.</li> <li>4. Recognises potential indicators and signs of adult abuse, harm and neglect and the transferable risks to other adults and children.</li> </ol>	<ol style="list-style-type: none"> <li>1. Has demonstrated personal accountability for raising concerns when an adult may be at risk abuse, harm or neglect.</li> <li>2. Knows where to access information on the local safeguarding process and what information is required when completing a referral form.</li> <li>3. Has challenged colleagues appropriately when concerned about their practice (applying freedom of speech/whistle blowing policy as necessary).</li> <li>4. Understands the concept of organisational and professional abuse and how it develops.</li> <li>5. Has taken steps to ensure own practice aligns with the values attitudes and behaviour expected in health and social care.</li> </ol>

Principle	Competence	Examples of how it might look in practice
<b>Accountability</b>	<p>5. Understand how personal beliefs attitudes and values can impact on practice and ensure behaviour reflects recognised health and social care values.</p> <p>6. Take responsibility for identifying own needs around professional development in relation to Safeguarding Adults and related issues.</p>	<p>6. Has reflected on own practice and identified learning needs in safeguarding and related areas, e.g. PREVENT, domestic abuse, mental capacity, self-neglect.</p>
<b>Support Materials</b>	<ul style="list-style-type: none"> <li>● Own organisation's policy and procedures</li> <li>● SAB Guide to the Public leaflet</li> <li>● Making Safeguarding Personal web page</li> <li>● SAB engagement toolkit including strategy, newsletters, website and bite sized guides</li> <li>● NHS safeguarding app</li> </ul>	<ul style="list-style-type: none"> <li>● Adult Safeguarding Front line staff workshops (various providers)</li> <li>● Supervision/peer supervision</li> <li>● Lunch and Learn sessions</li> <li>● National and local conferences</li> <li>● Safer Cornwall website</li> <li>● HRB Panel</li> <li>● Adult Risk Management Meeting</li> </ul>

# Cornwall and Isles of Scilly Competency Framework

## Specialist Practitioners: Competencies for Safeguarding Adults

### Who is this for?

Staff who carry out Section 42 (S42) and Caused Enquiries and need to be competent to engage in assessing, planning, intervening and evaluating the needs of adults where there are concerns.

### Important:

These are competencies for the adult safeguarding. Staff need to be aware of transferrable risk between adults and children. These competences do not replace the need for staff to undertake appropriate child safeguarding training.

Principle	Competence	Examples of how it might look in practice
Empowerment	<ol style="list-style-type: none"> <li>1. Demonstrate a practical application of the principles of Making Safeguarding Personal (MSP).</li> <li>2. Demonstrate an approach to safeguarding situations that respect and uphold the human and civil rights of the individual concerned.</li> <li>3. Communicate effectively with adults at risk/or their representative, including those with mental capacity issues, learning disability or communication need.</li> <li>4. Able to assess when adults at risk/or their representative need access to appropriate advocacy services as appropriate and ensure appropriate referrals are made.</li> <li>5. Ensure that the views and wishes of the adult/or their representative are identified and documented, and that these are regularly reviewed throughout the safeguarding process.</li> <li>6. Ensure that, at all times, the adult at risk is engaged with their safeguarding as much as they want, or are able, to be.</li> <li>7. Undertake capacity assessments, or ensure these are undertaken by an appropriate person, within the framework of the relevant legislation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure the adult/or their representative is at the centre of all safeguarding activity and consulted with throughout. If an action is carried out against the adult's wishes there is a clear rationale and evidence that the legislative framework is being used.</li> <li>2. Provide information and support to adults at risk/or their representative in a way that enables them to make informed decisions about their safeguarding needs, in line with relevant policy, guidance and knowledge from research i.e. Safeguarding Adult Reviews (SARs).</li> <li>3. Challenged appropriately when advocacy services have not been available for an adult at risk.</li> <li>4. There is a clear chronology of interventions and consultation with the adult at risk/or their representative.</li> <li>5. Demonstrates ability to work with the adult at risk on assessing and managing risk.</li> <li>6. Demonstrate that, where an adult lacks capacity in relation to the safeguarding issue, all actions are taken in their best interests, in line with legislation and local policy and guidance.</li> </ol>

Principle	Competence	Examples of how it might look in practice
Empowerment	<ol style="list-style-type: none"> <li>8. Demonstrate that a person-centred approach has been adopted in relation to resolution and recovery and that a plan is in place to address this.</li> <li>9. Demonstrate an approach to safeguarding that evidences outcome-focused results in line with the wishes of the adult, as far as is possible.</li> </ol>	<ol style="list-style-type: none"> <li>7. Demonstrate a comprehensive understanding of MSP.</li> <li>8. As above.</li> </ol>
Prevention	<ol style="list-style-type: none"> <li>1. Actively engage with the adult/or their representative to assess potential risk of harm and neglect including self-neglect and provide information about agencies/organisations that may be able to support them.</li> <li>2. Actively engage with multi-agency networks when there is evidence that others e.g. children may be at risk of harm.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate proactive approach to minimising risk through good knowledge of research and SARs.</li> <li>2. Good understanding of the nature of abuse and misuse of power and referrals processes for others e.g. children.</li> </ol>
Proportionality	<ol style="list-style-type: none"> <li>1. Demonstrate skills in relation to balancing the right to autonomy for the individual with the identified or potential risks as embedded with MSP.</li> <li>2. Ensures practice is in line with the principles of the Mental Capacity Act (MCA).</li> <li>3. Effective engagement with and a value of advocacies, both informal and formal.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate that all appropriate options for safeguarding actions have been explored ensuring with the adult at risk and be able to give rationale for decisions taken.</li> <li>2. Where an individual lacks capacity to make decisions in relation to safeguarding issues, demonstrate that actions taken are proportionate to the risk and the less restrictive in terms of the person's rights and freedoms and that referrals for advocacy are made.</li> </ol>
Protection	<ol style="list-style-type: none"> <li>1. Undertake/contribute to and supports S42 and caused enquiries and other inter-agency assessments. Ensure advocates and family members are working to the adult's wishes and their well-being.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate skills in gathering, analysing and evaluating evidence initially from the adult at risk/or their representative and then from a broad variety of sources, as it relates to the safeguarding concern and evidencing MSP throughout.</li> </ol>

Principle	Competence	Examples of how it might look in practice
Protection	<ol style="list-style-type: none"> <li>2. Follows forensic procedures at the same time as meeting clinical and legal requirements without contaminating evidence.</li> <li>3. Contribute to/formulate and communicate effective care plans for adults who have been/or may be subjected to abuse, harm or neglect.</li> <li>4. Understanding and awareness of recommendations of local, regional and national research and SARs.</li> </ol>	<ol style="list-style-type: none"> <li>2. Demonstrate a clear understanding of forensic procedures in adult safeguarding and know how to relate these to practice in order to meet clinical and legal requirements as required.</li> <li>3. Demonstrates working with the adult/or their representative in formulating protection plans.</li> <li>4. Demonstrates the ability to apply the learning from research and SARs into practice e.g. practice around self-neglect and people who live in environments where hoarding is taking place.</li> </ol>
Partnership	<ol style="list-style-type: none"> <li>1. Effectively engage with adults at risk/or their representative and other professionals and agencies risk management and protection planning.</li> <li>2. Understanding that there may be occasions when engagement with non-statutory organisations or individuals may be necessary and helpful.</li> <li>3. Contribute to case reviews, panels, internal partnerships and local forms of review.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attends relevant multidisciplinary meetings to present supporting evidence within relevant information sharing protocols. If unable to attend, contribute written reports or information as required/requested/relevant in accordance with confidentiality and information sharing requirements.</li> <li>2. Meets with confidence the challenge of gathering information from non-statutory organisation through good understanding of governance, information sharing and risk assessment.</li> </ol>
Accountability	<ol style="list-style-type: none"> <li>1. Identify and challenge practice that does not adhere to legislative, policy or guidance requirements in safeguarding matters.</li> <li>2. Demonstrate how to present findings (including forensic findings) and evidence to legal requirements.</li> <li>3. Applies learning from local and national Safeguarding Adult Reviews to their practice.</li> <li>4. Reflect on own practice to identify learning and development needs; source opportunities to meet these.</li> <li>5. Value supervision, both formal, peer and group as a means of resilience with safeguarding practice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Has directly challenged poor practice effectively.</li> <li>2. Can offer rationale related to local, regional and national themes of safeguarding and changes to their practice to reflect these themes.</li> <li>3. Actively manages their own continuing professional development.</li> <li>4. Clearly appreciates and make time for varied forms of supervision.</li> </ol>
Support Materials	<ul style="list-style-type: none"> <li>● Own organisation's policy and procedures</li> <li>● Cornwall Council's adult safeguarding policy and procedures</li> <li>● Joint SAB and OCSP web site</li> <li>● Making Safeguarding Personal</li> <li>● SAB engagement toolkits</li> <li>● NHS safeguarding App</li> <li>● Attendance at front line workshops</li> <li>● Membership of on-line adult safeguarding forums</li> </ul>	<ul style="list-style-type: none"> <li>● Readership of appropriate publications</li> <li>● Knowledge of child protection policy and procedure, both own organisation and Cornwall Council</li> <li>● Knowledge of broader safeguarding issues including domestic abuse, modern slavery and exploitation</li> <li>● Use of supervision, formal, peer and group and using team meetings to discuss new learning and research</li> </ul>

## Managers and Leaders:

### Competencies for Safeguarding Adults



#### Who is this for?

All those who supervise or manage others at Awareness, Frontline or Specialist Practitioner Level. The learning outcome is for managers and leaders to be confident that individual practice, systems, training, cultures, and policies and procedures work positively to safeguard adults who may be at risk of harm.

#### Important:

These are competencies for the adult safeguarding. Staff need to be aware of transferrable risk between adults and children. These competences do not replace the need for staff to undertake appropriate child safeguarding training.

Principle	Competence	Examples of how it might look in practice
<b>Empowerment</b>	<ol style="list-style-type: none"> <li>1. Demonstrate that supervision of others is person and outcomes focused and has restorative element to support staff with their safeguarding practice.</li> <li>2. Ensure that in all safeguarding work, the wishes and views of the adult at risk are ascertained and recorded, and that this is reviewed</li> <li>3. Demonstrate that organisational systems and processes are in place, and used, to ensure the adult at risk is fully consulted with and informed during enquiries. Good recording is the norm.</li> <li>4. Ensure that staff and volunteers are aware of the principles of Making Safeguarding Personal (MSP) and that this informs their practice.</li> <li>5. Demonstrate that staff and volunteers have knowledge of human and civil rights, appropriate to their role, and that this is transferred into their practice.</li> <li>6. Ensure adults at risk/or their representative are supported to access appropriate self-protection learning. Managers ensure staff identify, implement and evaluate appropriate person-centred learning for adults at risk/or their representative, which empowers them to understand, evaluate and manage the risk of harm as far as they are able to.</li> </ol>	<ol style="list-style-type: none"> <li>1. Regularly undertakes effective supervision and is proactive in discussing safeguarding issues and demonstrates awareness of the potential impact for frontline staff who regularly working with issues of abuse and neglect. Managers can design and adapt supervision in accordance with staff needs.</li> <li>2. Adults at risk/or their representatives feel their voice is heard and respected and in cases where actions need to be taken against their views and wishes a clear rationale outlining risk is given.</li> <li>3. Managers can explain the principles of MSP and this explanation forms part of their supervision with their staff.</li> <li>4. Managers can explain how human and civil rights impact on their role and can evidence that staff have shared appropriate information with the adult at risk/or their representative.</li> <li>5. Managers support staff to identify self – protection learning of adults at risk who have experienced abuse and ensure staff understand the need for restorative work/therapy to be accessed for the adult post abuse.</li> </ol>

Principle	Competence	Examples of how it might look in practice
Prevention	<ol style="list-style-type: none"> <li>1. Implement, or contribute to, the evaluation and analysis of the effectiveness of adult safeguarding systems and practices at an organisational level.</li> <li>2. Ensure that staff and volunteer recruitment is values based and follows best practice guidelines and that recruitment has strong safeguarding focus.</li> <li>3. Demonstrate that staff and volunteers receive effective and regular supervision that includes both preventative, protective and restorative elements of safeguarding. Include safeguarding in every team meeting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in Safeguarding Adult Reviews (SARs) as appropriate and have a good knowledge of the learning from wider adult safeguarding research.</li> <li>2. Use tools such as Skills for Care Value Based recruitment and share learning from children's services around safer interviewing.</li> <li>3. Regularly undertakes effective supervision and is proactive in discussing safeguarding issues. Encourages peer supervision.</li> </ol>
Proportionality	<ol style="list-style-type: none"> <li>1. Demonstrate the ability to access specialist information and advice in order to support decision making that is proportionate to the potential or identified risks.</li> <li>2. Managers regularly discuss with their staff the need in safeguarding to balance legal duty and human and civil rights.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate ability to assess when legal advice is required in situations where actual or potential criminal offences, domestic abuse, self-neglect is a risk.</li> <li>2. Managers are aware not of sharing information with staff and are clear of the principles of MSP.</li> </ol>
Protection	<ol style="list-style-type: none"> <li>1. Managers ensure their own services are of a high quality and reflect person-centred care and MSP.</li> <li>2. Demonstrate a sound understanding of the policy and procedures for safeguarding in Cornwall and the Isles of Scilly.</li> <li>3. Demonstrate that a practical understanding of human rights, equality and mental capacity legislation, information sharing, information governance, confidentiality and consent is embedded throughout the organisation.</li> <li>4. Demonstrate an ability to support staff and volunteers to raise safeguarding concerns.</li> <li>5. Commission, or contribute to, the commissioning and evaluation of safeguarding learning, development and training at appropriate levels for all staff and volunteers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Managers show an understanding that safe commissioning and high-quality services protect adults at risk.</li> <li>2. Own policies relate to Cornwall and the Isles of Scilly SAB policy.</li> <li>3. All policies are underpinned by the appropriate legislation/guidance. Staff and volunteers know where to access and are familiar with policies and procedures. Managers can demonstrate where to access specialist information and recent case law.</li> <li>4. Evidence of staff/volunteers raising safeguarding concerns. Where possible all available information and the concern of the adult at risk/or their representative should be included, supported by their manager.</li> <li>5. Evidence of appropriate learning and development to support competencies at all relevant levels takes place. Managers show a good awareness of the need for different styles of learning and the ability to embrace a range of training.</li> </ol>

## Managers and Leaders:

### Competencies for Safeguarding Adults (continued)



Principle	Competence	Examples of how it might look in practice
Partnership	<ol style="list-style-type: none"> <li>1. Effectively communicate national, regional and local safeguarding knowledge, research including SARs and findings from audits across the organisation at all levels.</li> <li>2. Undertake or contribute to case reviews at all levels.</li> <li>3. Provide advice and information about safeguarding to the employing organisation both proactively and reactively – this includes the board, directors, and senior managers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Managers make time to self-educate and ensure their staff have time to update them-selves on recent safeguarding practice developments.</li> <li>2. Evidence would be the undertaking of chronologies, the development of action plans where appropriate, and leading, or contributing to internal management reviews.</li> </ol>
Accountability	<ol style="list-style-type: none"> <li>1. Demonstrate appropriate levels of competence to be able to supervise, support and advise staff and volunteers with their safeguarding practice.</li> <li>2. Conduct, or contribute to, robust and regular safeguarding learning, development and training needs analyses, based on agreed competencies, for all staff and volunteers.</li> <li>3. Identify, implement and evaluate methods and systems that support the transfer of learning into practice.</li> <li>4. Demonstrate the skills and knowledge needed to lead or contribute to safeguarding quality assurance and improvement processes.</li> <li>5. Demonstrate an ability to appropriately challenge the decisions or actions of others (both internal and external to the organisation) and support staff and volunteers to do so.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure own levels of knowledge and skills are appropriate in order to be able to supervise.</li> <li>2. Clear learning and development plans in place based on competencies and the needs of the team members. These are regularly reviewed.</li> <li>3. Team meetings have a focus on sharing learning and how this can support practice.</li> </ol>
Support Materials	<ul style="list-style-type: none"> <li>● Own organisation's adult safeguarding policy and procedures</li> <li>● Cornwall Council's adult safeguarding policy and procedures</li> <li>● Joint SAB and OCSP web site</li> </ul>	<ul style="list-style-type: none"> <li>● Making Safeguarding Personal</li> <li>● SAB engagement toolkits</li> <li>● NHS safeguarding App</li> </ul>

# Cornwall and Isles of Scilly Competency Framework

## Board Level:

### Competencies for Safeguarding Adults

#### Who is this for?

All members of the Safeguarding Adults Board (SAB), chief executive officers, trust and health board executive and non-executive directors/members, commissioning body directors, trustees of voluntary and community sector organisations. Board members must also understand and be competent in the principles outlined in the Awareness documents.

#### Important:

These are competencies for the adult safeguarding. Staff need to be aware of transferrable risk between adults and children. These competences do not replace the need for staff to undertake appropriate child safeguarding training.

Principle	Competence	Examples of how it might look in practice
Empowerment	<p><b>Demonstrate and understand:</b></p> <ol style="list-style-type: none"> <li>1. Relevant legislation in relation to adult safeguarding and how it impacts on organisational activity.</li> <li>2. Their responsibilities for the protection of adult at risk as safeguarding leaders within their own organisations.</li> <li>3. A clear understanding of the principles of Making Safeguarding Personal (MSP).</li> </ol>	<ol style="list-style-type: none"> <li>1. Relevant legislation includes human and civil rights, the Care Act 2014, Mental Capacity Act 2015, and Equality Act 2010.</li> <li>2. Overarching statement of purpose to safeguard adults at risk from abuse and neglect including self-neglect.</li> <li>3. Members are up to date with recent developments in MSP.</li> </ol>
Prevention	<p><b>Ensure a safe work force by:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrating not only an awareness but also the need to monitor the effective arrangements relating to safer recruitment and whistleblowing (Freedom to Speak Out), within own service and, where appropriate, across commissioned services.</li> <li>2. Demonstrate that appropriate and effective safeguarding supervision processes/appraisals and support are in place and embedded within own organisation, and where appropriate, across commissioned services.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence of members regularly seeking reassurance from their own human resource team that safer recruitment is being practiced.</li> <li>2. Seek reassurance from their own organisations that safeguarding supervision is in place.</li> </ol>
Proportionality	<ol style="list-style-type: none"> <li>1. Evidence that the organisation has robust, person-centred risk assessment and management processes and practices in place that balance the individual's right to autonomy with the identified risks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence that members have a broad understanding of Making Safeguarding Personal. Learning from research and government guidance.</li> </ol>

Principle	Competence	Examples of how it might look in practice
Protection	<p><b>Demonstrate knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. Adult safeguarding processes and ensure these are embedded throughout the organisation and where appropriate, across commissioned services.</li> <li>2. Person in Positions of Trust (PiPoT).</li> <li>3. Demonstrate effective board level leadership regarding clear lines of accountability and governance within own organisation and, where appropriate, across commissioned services, for safeguarding arrangements.</li> </ol>	<ol style="list-style-type: none"> <li>1. Members ensure annual audits of their organisation's knowledge of safeguarding taking place.</li> <li>2. Understands their responsibility in supporting safeguarding adults as a priority in PiPoT issues and when necessary liaises with human resources teams within their own organisations.</li> </ol>
Partnership	<p><b>Demonstrate knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. How to access safeguarding advice and expertise through dedicated, designated or named professionals within their specific service and externally as required.</li> <li>2. Arrangements internally and externally to share information surrounding adult safeguarding inclusive of safeguarding adult reviews (SARs) and domestic homicide reviews (DHRs).</li> <li>3. Collaborative working and competence with lead and named professionals involved in adult safeguarding across health and social care within Cornwall and wider as required.</li> </ol>	
Accountability	<p><b>Demonstrate a clear understanding of:</b></p> <ol style="list-style-type: none"> <li>1. Effective board level leadership for all organisations safeguarding arrangements that the board is responsible for, or has commissioner responsibility for, to ensure safe care delivery.</li> <li>2. A clear understanding of gross negligence /negligence as it relates to organisational safeguarding activity and the impact it has system wide.</li> <li>3. Effective support for managers of the service in relation to their adult safeguarding responsibilities, including regular supervision and appraisal.</li> </ol>	

Principle	Competence	Examples of how it might look in practice
Accountability	<ol style="list-style-type: none"> <li>4. Ensure that service managers regularly report to the Board in relation to organisational safeguarding activity and that actions taken are lawful and follow best practice guidelines.</li> <li>5. Take responsibility for own learning and development and ensure knowledge and skills are effective and relevant to role.</li> <li>6. Members appreciate the value of research and practice development, nationally, regionally and locally.</li> </ol>	
Support Materials	<p>Board members need to have an awareness of the materials their staff need to access at all levels.</p> <p>In addition, members need to take an active interest and engagement with national, regional and local SARs and research, examples of good practice as evidences on Local Government Association, NHS England, Research into Practice (RIPFA) and Social Care Institute for Excellence (SCIE).</p>	



## Front Line Workers: Check list for Trainers



Front Line Workers (Staff Group old Level 2)	Competence to:	Training must include the following:
<p>All staff including volunteers irrespective of role and function have a responsibility to contribute to safeguarding adults, but do not have specific organisational responsibility or statutory authority to intervene.</p> <p><b>Please note:</b> These competencies are a guide only. Organisations should determine what is relevant and proportionate and not all staff will need to meet every requirement at their particular level.</p>	<ul style="list-style-type: none"> <li>● Understand and demonstrate what adult safeguarding is</li> <li>● Recognise an adult potentially in need of safeguarding and take relevant action</li> <li>● Understand dignity and respect when working with individuals</li> <li>● Understand the procedures for raising a safeguarding concern</li> <li>● Have knowledge of policy, procedures and legislation around safeguarding adults relevant to the role</li> <li>● Ensure effective administration and quality of safeguarding processes</li> </ul>	<ul style="list-style-type: none"> <li>● Clear understanding of who safeguarding duties apply to</li> <li>● An understanding of the 6 key principles from the Government's Policy Statement on safeguarding adults: Empowerment, Prevention, Proportionality, Protection, Partnership and Accountability</li> <li>● Understanding of the role of the local authority: duty to protect</li> <li>● Understand the categories of adult abuse</li> <li>● Understand how to recognise indicators/ signs</li> <li>● Understand of the factors that might increase the risk of abuse</li> <li>● Awareness of legislation that impacts on adult safeguarding (e.g. Care Act 2014, Mental Capacity Act 2005, Duty of Candour, Human Rights Act 1998 and Deprivation of Liberty Safeguards 2009)</li> <li>● Clear understanding of their role in identifying and raising safeguarding concerns regarding adult abuse</li> <li>● Understanding about making safeguarding personal</li> <li>● Understand limits of confidentiality</li> <li>● Understand the importance of preserving and recording evidence</li> <li>● Understand their organisation's policy and procedure</li> <li>● Understand the overarching responsibility to ensure a referral is made and how to make a referral</li> <li>● Evidence of treating reports seriously</li> <li>● Understand how and who to report concerns to in their organisation</li> <li>● Understand the importance of contacting emergency services if the individual is in immediate danger</li> <li>● Understand how to 'whistle blow' using related policies and procedures</li> <li>● Effective meeting administration including accurate minutes and record</li> </ul>

# Cornwall and Isles of Scilly Competency Framework

## Specialist Practitioners: Check list for Trainers

Specialist Practitioners	Competence to:	Training must include the following:
<p>In addition to Awareness and Front-line competences, this group is responsible for ensuring that the management and delivery of safeguarding adult services is effective and efficient. They will have oversight of the development of systems, policies and procedures in accordance with national, local and organisational policies and procedures.</p> <p><b>Please note:</b> These competencies are a guide only; organisations should determine what is relevant and proportionate; not all staff will need to meet every requirement at their particular level.</p>	<ul style="list-style-type: none"> <li>● Demonstrate a practical application of the principles of Making Safeguarding Personal (MSP)</li> <li>● Demonstrate skills and knowledge to contribute effectively to the safeguarding process</li> <li>● Awareness and application of a range of local and national policy and procedural frameworks when undertaking safeguarding activity</li> <li>● Ensure service users /carers are supported appropriately to understand safeguarding issues to maximise their decision making</li> <li>● Maintain accurate, complete and up to date records and achieve best evidence</li> <li>● Ensure that information is shared appropriately, and all relevant partners involved</li> <li>● Demonstrate appropriate responses to safeguarding adult concerns</li> <li>● Manage safeguarding adult concerns and enquiries</li> </ul>	<ul style="list-style-type: none"> <li>● Respond to concerns raised in a timely manner</li> <li>● Identify and reduce potential and actual risks after disclosure or allegation has been made</li> <li>● Attend and contribute to enquiries/meetings/information sharing</li> <li>● Develop protective strategies for those who have capacity and that decline services</li> <li>● Awareness of and confidence to use 'whistle blowing' policy and procedures when required</li> <li>● Understand the pathways in response to a referral and the requirements of gathering information</li> <li>● Use of appropriate forms and recording systems</li> <li>● Understanding of legislation/policy informing a specific piece of work</li> <li>● Use of alternative policy and legislation to support preventative strategies e.g. carer support</li> <li>● Be aware of organisational cultures and challenge those that may lead to poor practice in safeguarding</li> <li>● Work with service users to ensure they are fully aware of all options available to them and also of the preventative measures that they may be able to put in place to protect themselves from abuse e.g. lasting powers of attorney and/or police involvement</li> <li>● Show understanding of how abuse may affect individual's decision-making processes e.g. domestic violence and modern slavery</li> <li>● Provide information on local and national groups that may be able to provide support e.g. victim support, IMCA services and safeguarding advocates</li> <li>● Provide written and verbal information on local safeguarding adult processes and how they can be accessed by service users and carers at any time</li> <li>● Be aware of the potential impact of abuse on all parties involved</li> <li>● Recognise service users' rights to freedom of choice</li> <li>● Understand how policy/legislation can have a potential to be used oppressively e.g. Mental Capacity Act (MCA)</li> <li>● Recognise perpetrators of abuse may be adults at risk themselves and require support</li> </ul>

#### Training must include the following:

##### **Awareness of Control and Coercive Behaviour**

- Identify types of controlling and coercive behaviour
- Understand the intricacies of the law constituting the offence
- Understand circumstances in which the offence will apply and will not apply
- Understand possible defences that may be made to the offence
- Identify behaviours and evidence indicative of the offence

##### **As appropriate to role:**

- Understand and show a comprehensive and detailed knowledge of gathering and preserving evidence
- Use emergency services when necessary (e.g. call for an ambulance/police)
- Contact out of hours service
- Use legislation where immediate action may be required e.g. best interest decisions under the MCA and Deprivation of Liberty Safeguards (DoLS)

##### **For nominated Safeguarding Adults Referrer for your organisation:**

- Understand your responsibilities as a referrer when a concern is raised with you or you have become aware that abuse or neglect of an adult at risk has occurred, or is suspected

- Understand potential decisions which may result from the work you undertake as nominated referrer
- Understand consent, information sharing, capacity and person-centred approaches in relation to adult safeguarding referrals
- Demonstrate the responsibilities and key components in making an effective adult safeguarding referral

##### **Develop skills in:**

- Protection planning
- Collation and monitoring of 'safeguarding concerns' within service
- Report writing
- Information sharing
- Multi-agency partnership working
- Risk assessments and management plans
- Undertaking contemporaneous case recordings
- Explicit understanding of issues of confidentiality and data protection

# Cornwall and Isles of Scilly Competency Framework

## Managers and Leaders:

### Check list for Trainers

Managers and Leaders	Competence to:	Training must include the following:
<p>In addition to competencies held by staff who have completed Awareness, Front line staff and Specialist Practitioners competences, this group is responsible for ensuring that the management and delivery of safeguarding adult services is effective and efficient. They will have oversight of the development of systems, policies and procedures in accordance with national, local and organisational policies and procedures.</p> <p><b>Please note:</b> These competencies are a guide only; organisations should determine what is relevant and proportionate; not all staff will need to meet every requirement at their particular level.</p>	<ul style="list-style-type: none"> <li>● Demonstrate a practical application of the principles of Making Safeguarding Personal (MSP)</li> <li>● The provision of supervision to develop and promote adult safeguarding</li> <li>● Robust Interagency and multiagency systems to promote best practice</li> <li>● Support the development of robust internal systems to provide consistent, high quality safeguarding adults service</li> <li>● Chair safeguarding adult meetings or discussions.</li> <li>● Ensure record systems are robust and fit for purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate an understanding of the different roles and responsibilities of all agencies involved in investigations and ensure these are met</li> <li>● Awareness of up to date protocols and implement them</li> <li>● Challenge poor practice at an intra and inter agency level</li> <li>● Ensure effective supervision policy and practice in place</li> <li>● Ensure regular supervision being provided</li> <li>● Support whistle blowing policy and procedures</li> <li>● Monitor safeguarding systems</li> <li>● Demonstrate that systems are established to support good practice</li> <li>● Ensure appropriate record keeping of safeguarding meetings e.g. minute taking</li> <li>● Chair meetings in line with local policy/ procedures where it is deemed a senior manager is most appropriate</li> <li>● Demonstrate learning from Safeguarding Adults Reviews (SARs) and how this has informed and influenced practice, procedure and strategy</li> </ul> <p><b>Awareness of Control and Coercive Behaviour (CCB) as Specialist Practitioners, plus:</b></p> <ul style="list-style-type: none"> <li>● Understand how to supervise social workers to be able to work with survivors/ persons posing the risk of CCB and to be able to ensure that evidence is being collected and that the new guidance is being implemented User Involvement</li> <li>● Identify behaviours and evidence for non-engaging service users</li> <li>● Strategies for encouraging engagement from service users</li> <li>● How to build relationships with non-engaging service users</li> <li>● Understand circumstances that may cause service users to disengage</li> <li>● Supporting staff to work with non-engaging service users</li> </ul>

## Managers and Leaders:

### Check list for Trainers (continued)



#### Training must include the following:

##### Audit Safeguarding Records

- Demonstrate an understanding of auditing safeguarding records and how this affects best practice
- Ensuring accuracy and consistency across safeguarding records
- Implementing learning from audits

##### Causing Others to Make Enquiries

- Understanding of the process
- Understanding roles and responsibilities
- Understanding information sharing protocols

# Cornwall and Isles of Scilly Competency Framework

## Board Members:

### Check list for Trainers

Board level staff	Competence to:	Training must include the following:
<p>Members of the Cornwall and IoS Safeguarding Adult Board (SAB) who scrutinise adult safeguarding work and challenge and hold the organisation and partnership to account.</p> <p>In addition, the group is also responsible for strategic leadership and planning of services for adults at risk of abuse. Includes all partners that are members of local safeguarding adults boards; executive directors, non-executive directors, chief executive officers and elected members.</p>	<ul style="list-style-type: none"> <li>● Lead the development of effective policy and procedures for safeguarding adult services in your organisation</li> <li>● Ensure plans and targets for safeguarding adults are embedded at a strategic level across your organisation</li> <li>● Develop and maintain systems to ensure the involvement of those who use your services in the evaluation and development of your safeguarding adults' services</li> <li>● Promote awareness of safeguarding adults systems within and outside of your organisation</li> </ul>	<ul style="list-style-type: none"> <li>● Work with partner agencies to develop a consistent intra and inter agency approach to safeguarding adults</li> <li>● Strategic understanding of the scope of safeguarding services across the organisation</li> <li>● Provide leadership for the workforce stating clear aims and objectives in safeguarding adults</li> <li>● Ensure contractual arrangements with service providers adhere to policy and procedures</li> <li>● Communicate effectively a pro-active approach to safeguarding adults within organisation</li> <li>● Ensure written and verbal information on local safeguarding adult processes are available to service users and carers at any time</li> <li>● Be able to account for your organisation's practice</li> <li>● Ensure Freedom to Speak up/whistle blowing procedures are in place</li> <li>● Ensure internal audit systems are robust</li> <li>● Actively engage in and have comprehensive knowledge of Care Quality Commission (CQC) inspections and findings and how they will be implemented in your organisation</li> </ul>

# Cornwall and Isles of Scilly Competency Framework

## Board Members:

### Check list for Trainers

Board level staff	Competence to:	Training must include the following:
<p><b>Please note:</b> These competencies are a guide only; organisations should determine what is relevant and proportionate; not all staff will need to meet every requirement at their particular level.</p>	<ul style="list-style-type: none"> <li>● Demonstrate a practical application of the principles of Making Safeguarding Personal (MSP)</li> <li>● The provision of supervision to develop and promote adult safeguarding</li> <li>● Robust Interagency and multiagency systems to promote best practice</li> <li>● Support the development of robust internal systems to provide consistent, high quality safeguarding adults service</li> <li>● Chair safeguarding adult meetings or discussions.</li> <li>● Ensure record systems are robust and fit for purpose</li> </ul>	<ul style="list-style-type: none"> <li>● Be aware of findings from SARs and any implications for service delivery in respect of safeguarding adults in your organisation</li> <li>● Publicise and promote safeguarding adult policy and procedures</li> <li>● Identify systems and structures in place</li> <li>● Ensure service users, patients, carers and customers are supported and involved in all aspects of activity and that their feedback impacts on service plans, locality action plans and the delivery of safeguarding</li> <li>● Provide evidence of how patients, service users, carers and customers are involved in safeguarding activity</li> <li>● Application of learning from CQC inspections and SARs</li> <li>● Show how multi-agency prevention strategies are being developed and used in practice</li> <li>● Carry out effective monitoring and auditing</li> <li>● Commission effective training and CDP to support development</li> <li>● Ensure supervisors are suitably trained</li> <li>● Ensure workforce is appropriately and effectively trained, that policy and practice are in place to support effective risk and decision making in practice</li> <li>● Implement audit and inspection regimes</li> </ul>

# My Notes



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making  
safeguarding  
personal



For more information please email [safeguardingadultsboard@cornwall.gov.uk](mailto:safeguardingadultsboard@cornwall.gov.uk)