Southampton City Council
Safeguarding Adults
Learning & Development Framework
2019 to 2021

SOUTHAMPTON
CITY COUNCIL

Safeguarding Adults Learning & Development Framework 2018 - 2020			
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INTRODUCTIN

Safeguarding Adults is "everyone's business" and a competent social care workforce is essential to providing safe and secure services to adults who may be at risk. This Learning and Development Framework compliments the Southampton Safeguarding Adults Board Multiagency Training Strategy.

This Framework is based on the Care Act 2014 guidance and regulations and the Safeguarding Adults National Competence Framework (Dec 2015) which was developed by Bournemouth University, which has been endorsed by Skills for Care and the Social Care Institute for Excellence (SCIE).

The aims of this Learning and Development Framework are to:

- ✓ Establish a common understanding in the Adults, Housing and Communities Directorate of the competencies expected of staff in relation to safeguarding adults, mental capacity and deprivation of liberty safeguards

- ✓ Agree general standards of learning and development appropriate to different roles within the directorate

- ✓ Establish an auditing, monitoring and evaluation process for staff development linked directly to Southampton City Council's Safeguarding Quality Assurance Framework

All staff within adult services must have appropriate competencies and skills in relation to their safeguarding role. In practice, the basic minimum requirement is that all workers:

- Recognise the potential for abuse and neglect
- Are aware of the requirement to report any concerns
- Know how to report suspected or actual abuse and neglect
- Understand the roles of other organisations who may be involved in responding to suspected abuse
- Are able to identify risks which may lead to abuse
- Are able to identify abuse and neglect
- Understand internal reporting and recording arrangements in line with practice guidance, procedures and the safeguarding adults quality assurance framework
- Are familiar with the Care Act 2014 duty to make, or ensure other appropriate organisations make enquires in to suspected abuse or neglect
- Understand the need to work collaboratively with all relevant services, teams and agencies
- Have a full understanding of a person-led, outcomes based approaches in line with the safeguarding principles and Making Safeguarding Personal
- Understand the importance of accurate and timely recording using the Council's database (Paris)

CUSTOMER SERVICE STANDARDS

i.   People subjected to safeguarding enquiries are asked what they want as desired outcomes from the safeguarding process and these directly inform what happens

ii.   People get help and support to report abuse and get support to take part in the safeguarding process to the extent they want to and to which they are able

iii. People receive clear and simple information about what abuse is, how to recognise the signs and they know what they can do to get help

iv.   Individuals report that they are sure that professionals will work for their best interests, and enable them to maintain as much control over the process as is practicable

v.   Individuals report that they know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary. Also individuals state that they feel confident that the professionals do work together to get the best result whilst supporting me to stay as involved as much as I want to

vi.   Individuals state that their safeguarding worker helped them to understand the role of everyone involved in their lives

SERVICE STANDARDS FOR STAFF

The minimum service standards listed below are based upon competencies highlighted as good practice nationally and are intrinsically linked to Southampton City Council's Safeguarding Quality Assurance Framework. The overarching aim is that staff are aware of all relevant safeguarding policies and procedures and supporting guidance which are underpinned by the Care Act 2014 and Care and Support Statutory Guidance (Ch.14 2016).

To achieve this:

i.   All staff working within Southampton City Council's Adult Services are appropriately trained according to their roles and responsibilities

ii.   Southampton City Council is committed to support the development of safeguarding adults competence in the workforce

iii. Safeguarding Adults training and information about dignity and respect at the appropriate level is a mandatory requirement for all staff working with people in need of care and support

iv. Training is consistent with the Hampshire-wide Safeguarding Adults Policy and Southampton City Council's Practice Guidance and Procedure and is directly aligned to the Southampton Safeguarding Quality Assurance Framework

v. The Safeguarding Adults Learning and Development Framework ensures that staff working with adults at risk undertake appropriate level of safeguarding training including refresher training, and for qualified staff, this complies with the Social Work Professional Capabilities Frameworks (PCF) and the Royal College of Occupational Therapists Capabilities Framework

vi. Attendance at training courses is monitored and used to plan and target training e.g. at particular staff groups

vii. Supervision agreements, standard supervision checklists and supervision / records **must** evidence competences for safeguarding adults for each staff role and enable staff to access successive levels of training in line with their personal and professional development

viii. All safeguarding training is underpinned by a clear competency framework

People who use services and carers and those who have had experience of safeguarding processes will be involved in the co-production and delivery of safeguarding training

PRACTICE STANDARDS

i. Information will always be accessible and be available when needed, and will be adapted through feedback from the experience of people who use it

ii. Adult Social Care staff will listen to individuals during and after any safeguarding episode, and will respond appropriately and proportionately to the issues they raise

iii. When a safeguarding concern is resolved, staff will follow up with the individual and, if appropriate, their care/representative afterwards to ensure there is learning from their experience and ascertain whether outcomes have been achieved

iv. Independent advocacy will be offered to adults who do not have a suitable person available to support them through the safeguarding process.

v. An appropriate manager will ensure that at all times, there is an allocated staff member from the council who will act as the link person throughout the safeguarding process and ensure that those subjected to a

safeguarding concern and relevant parties are kept informed of the progress and outcome of the safeguarding enquiry

vi. Staff will strive hard to establish what outcomes the individual would hope to achieve from the safeguarding process and staff will do everything possible to promote the individual's wellbeing and respect their views and wishes and chosen outcomes. Staff will support positive risk taking and autonomy in decision making, respecting the right to make "unwise decisions".

vii. For people who lack mental capacity to make decisions in relation to the safeguarding process, and/or regarding their safety needs, any actions taken should be done so in their best interests and in accordance with the principles of the Mental Capacity Act 2005.

viii. People subjected to safeguarding enquiries will be asked for feedback in line with the six safeguarding core principles and the information received will be used to inform future training needs.

CULTURE

In order to achieve the quality standards outlined above, adult social care has redesigned its structure and developed clear processes to ensure that staff are able to confidently and confidently support adults at risk of, or experiencing abuse or neglect. Adult Social Care is committed to working in a way that is open and transparent, continually learning from what people tell us, upholding our duty of candour if we get things wrong and will always have a **zero tolerance** to abuse and neglect.

It is important that all staff whether permanent or temporary:

- ✓ Feel able and empowered to raise concerns
- ✓ Enable people to speak out when they might be at risk, promote their wellbeing and ensure they receive effective and timely support
- ✓ Consider issues of abuse and neglect when carrying out assessments/ support and care planning / reviews
- ✓ Understand and promote the whistle blowing policy and are able to escalate concerns and report poor practice and feel supported in doing so
- ✓ Understand and comply with the Prevent duty to reduce the risk of people becoming radicalised into extremist activities
- ✓ Ensure effective recording to ensure that any safeguarding concerns are fully documented and reportable

TRAINING NEEDS AND COMPETENCIES

Southampton Local Safeguarding Adults Board expects all partner organisations to be responsible for the training and development of their staff in relation to safeguarding adults and this framework sets out the learning and development requirements for staff working in the City Council's Adults, Housing and Communities Directorate.

Appendix 1 sets out a **matrix** showing in broad terms what level of training is appropriate to each staff role:

Level 1 – All staff in adult services - Competences 1-6
Level 2 – Staff in direct contact with service users - Competencies 7-10
Level 3 – Staff involved in safeguarding enquiries – Competencies 11-18
Level 4 – Staff in supervisory or management roles – Competencies 19-22

All adult service roles should fit into one of the four levels. The matrix also shows the competencies which need to be met at each training level. Whatever role a member of staff has in adult services, they should know when and how to report a concern about abuse or neglect of an adult or child - therefore staff, including those who do not have any direct contact with people who use services, must be able to meet the minimum competency requirements 1-6.

Beyond this it will depend on the individual member of staff's role and level of responsibility. However, it is expected that the majority of staff will require as a minimum Level 2 training which means they should meet all **Competencies 1-10.**

Managers and supervisors of staff who are responsible for undertaking or coordinating safeguarding enquiries must be able to meet all competency requirements 1-22.

SAFEGUARDING LEARNING AND DEVELOPMENT AUDIT

An annual audit of this framework will be undertaken to ensure that it continues to meet the needs of the workforce and it remains relevant to statute, policy and guidance.

The audit will:

- ✓ **Help to** ensure that the Adults, Housing and Communities senior management team are satisfied that safeguarding adults training is being delivered effectively to all staff (according to their roles and responsibilities) and to assist them in identifying any concerns or gaps

- ✓ **Help to** provide assurance to the Southampton Local Safeguarding Adults Board that training is being delivered consistently, effectively and in accordance with the broader workforce strategy

The Safeguarding and Service Quality Manager is responsible for completing the annual audit. As part of this process, the Safeguarding Service Manager should gather evidence relating to the number of staff trained at each level, as well as the content and quality of the training delivered.

The Learning and Development Audit Tool is attached as Appendix 2.

EVALUATING THE EFFECTIVENESS OF TRAINING

There is no standard process for evaluating the effectiveness of safeguarding adults training. The Safeguarding and Service Quality Manager will devise a system for evaluating training effectiveness which may include assessments/ tests, follow-up questionnaires, action learning plans, findings from supervision/appraisal audits, course evaluation sheets, intelligence gathered from audit/performance reports in line with the Safeguarding Quality Assurance Framework, findings and recommendations from SARs including customer experience feedback, as well as analysis of customer complaints.

It is recognised that meaningful evaluation of training is challenging and time consuming, and must triangulate information from a number of sources in line with the Safeguarding Adults Quality Assurance Framework.

APPENDIX 1
SAFEGUARDING TRAINING LEVELS, ROLES AND COMPETENCIES

Different staff groups will inevitably have different training needs. The matrix below sets out the different levels of training required at different levels of the organisation by staff, managers, volunteers and others, depending on their job roles.

The Safeguarding Learning and Development Framework is for general guidance as it is not possible to specify every role. However, every manager and member of staff, whether permanent or temporary, should have at least a basic level of awareness about safeguarding adult issues.

There are **Four Levels** of training covering 22 core competences. **All managers and supervisors are expected to monitor their staff competencies** and ensure, in line with the Council's supervision and performance appraisal policy, **staff are provided with adequate learning and development opportunities appropriate to their role and level of responsibility within the service.**

Course Level 1	Staff Roles	Core Competencies	Evidence
Core - Safeguarding Adults and Safeguarding Children Basic Awareness One day/ E-learning. Staff must undertake this course within 12 weeks of starting in post and have re-fresher on a minimum 2-yearly basis **(Mandatory)** **Mental Capacity Act 2005 (Awareness)** One day or E-Learning on the Mental Capacity Act 2005. Must be completed within the first 12 weeks of employment within adult services. **(Mandatory)** **PREVENT Awareness** E-Learning course on PREVENT to gain an understanding about radicalisation and your role in recognising and reporting concerns **(Mandatory)** **Data Protection Act 2018 E-Learning Course (Awareness)** Awareness of the principles of the DPA18 and how it relates to staff working in SCC and must be completed within the first 12 weeks of commencing employment **(Mandatory)**	All staff in Adults, Housing and Communities Directorate	1. Understand and demonstrate what Adult and Children's Safeguarding is. 2. Recognise adults in need of Safeguarding and take appropriate action. 3. Understand dignity and respect when working with individuals 4. Understand the procedures for raising a 'Safeguarding concern'. 5. Have knowledge of policy, procedures and legislation that supports Safeguarding Adult activity. 6. Ensuring effective administration and quality of safeguarding processes.	✓ The types of abuse and the contexts in which they can occur. ✓ Their role in identifying concerns regarding adult abuse and their individual responsibility. ✓ The role of the local authority: Duty to protect. ✓ The organisation's policy guidance and procedures. ✓ Knowledge of legislation and guidance including, but not limited to: ✓ Human Rights Act 1998 Dignity in Care ✓ Mental Capacity Act 2005 ✓ Deprivation of Liberty Safeguards 2009 ✓ Care Act 2014 ✓ Making Safeguarding Personal ✓ Appropriate responses to reports. ✓ The importance of preserving evidence. ✓ The importance of recording. ✓ Limits to confidentiality, consent and information sharing. ✓ Understanding the meaning of 'adult at risk' as defined in relevant policy guidance e.g. Care Act 2014 definition. ✓ Demonstrating an understanding of what constitutes 'abuse'. ✓ The different forms of abuse and how to identify indicators/ signs of them. ✓ Understanding of the factors that might increase risk of abuse. ✓ Contacting emergency services if the individual is in immediate danger. ✓ The individual's right to live in an abuse – free environment. ✓ Valuing individuality and be non – judgmental. ✓ Listening to individuals and allowing individuals to communicate any preferences and wishes. ✓ Their role in terms of safeguarding concerns. ✓ Your organisation's Safeguarding Adults policy, guidance and procedures. ✓ Ensuring the immediate safety (e.g. contacting police) when the risk of abuse is high. ✓ Working in a manner that seeks to reduce the risk of abuse. ✓ Ability to outline the processes for informing an appropriate person of Safeguarding Adults concern. ✓ Maintaining appropriate confidentiality. ✓ National and local policies/legislation that support Safeguarding activity including, but not limited to: ✓ Mental Capacity Act 2005 ✓ Care Act 2014 ✓ Deprivation of Liberty Safeguards 2009 ✓ Human Rights Act 1998 ✓ Care standards for registered services ✓ Employing agency's policy and procedures ✓ Understanding how to 'whistleblow' using related policies and procedures. ✓ Understanding relevant internal policies and procedures. ✓ Taking accurate, well – written minutes of safeguarding meetings. ✓ Maintaining accurate records and information governance. ✓ Understanding the Data Protection Act 2018

Course Level 2	Staff Roles	Core Competencies	Evidence
Core - Safeguarding Adults – Person Centred Practice 1 day operational manager and practitioner based course which must be undertaken within 6 months of starting in post and have a re-fresher on a minimum of 3-yearly basis **(Mandatory)** **Mental Capacity Act 2005 and Deprivation of Liberty Safeguards (2007)**. 2 day MCA/DoLS Course which must be undertaken within 6 months of starting in post and have a re-fresher on a minimum of 2-yearly basis **(Mandatory)** **Modern Slavery and Exploitation** **3.5 hrs** Mandatory course which must be undertaken within 6 months of starting in post. **(Mandatory)** **Domestic Abuse** **3.5 hrs** Course must be undertaken within 9 months of starting in post **(Mandatory)** **Risk Assessment and Risk Management** **3.5hrs** Course must be taken within 9 months of starting in post **Safeguarding adults record keeping (PARIS)** Half-day course for practitioners who use Paris to record safeguarding enquiries **Self-neglect and Hoarding** Half day awareness course	Operational Managers /Team Managers, Contract Managers and Officers, Social Workers, Senior Social Workers and Senior OT's, Social Care Workers, Assistant Social Workers, Mental Health Social Workers, Approved Mental Health Professionals (AMHPs)	7. Ensure service users are informed and supported in their decision making around Safeguarding Adults concern. 8. Ensure information is shared appropriately and all relevant partners are involved. 9. Demonstrate appropriate responses to Safeguarding Adult concerns 10. Maintaining accurate and complete records and achieving best evidence.	✓ Adopting a person – centred approach. ✓ Making Safeguarding Personal. ✓ Ensuring that all Safeguarding Adults practice is in line with the wellbeing of the adult at risk throughout the process and is consulted with as per the Care Act 2014. ✓ Recognising service users' rights to freedom of choice. ✓ Accessing appropriate advocacy support for service users. ✓ Working with service users to ensure they are fully aware of all the options available to them and also of the preventative measures to that they may be able to put in place to protect themselves from abuse i.e. lasting powers of attorney (Mental Capacity Act) and/or police involvement. ✓ Providing information on local and national groups that may be able to provide support e.g. victim support, Independent Mental Capacity Advocacy (IMCA) service and/or local carers groups. ✓ Providing written information on local Safeguarding Adult processes and how they can be assessed by service users and carers. ✓ Working preventively with adults at risk. ✓ Developing protective strategies for those that decline services. ✓ Actively engaging with individuals who decline services and/or engage support of others to achieve this. ✓ Providing feedback to those making referrals on the status of the case as appropriate. ✓ Consulting with line management and being accountable. ✓ Accessing support for the recovery from abuse/neglect. ✓ Engaging all relevant partners and sharing information appropriately. ✓ Evidencing multi-agency partnership working. ✓ Practising effective multi-agency partnership e.g. convene strategy meeting.

Course Level 3	Staff Roles	Core Competencies	Evidence
Core - Safeguarding Adult Enquiries 1-day practitioner course. Level 1 and Level 2 are pre-requisite training at Level 3. Refresher will be a minimum of 2-yearly **(Mandatory)** **Facilitating Family Group Conferences** 2 day course aimed at safeguarding "specialist" practitioners in the safeguarding team **(subject to demand)** **Mediation** 2 day accredited course to enable safeguarding practitioners to effectively manage conflict and support mediation. **(subject to demand)** **Chairing person-centred safeguarding meetings** Half day course for staff who facilitate safeguarding meetings **Achieving Best Evidence in Safeguarding Enquiries** 4 day specialist practitioner course which must be undertaken for enquiries/enquiries of alleged criminal offences. <u>Refresher will be a bespoke one-day course annually</u>	Operational Managers, Housing Support Workers, Managers, Contract Managers, Qualified Health and Social Care Practitioners and unqualified workers who will be undertaking enquiries	11. Managing Safeguarding Adult concerns and enquiries 12. Awareness and application of legislation, local and national policy procedural frameworks. 13. Demonstrate skills and knowledge to contribute effectively to the safeguarding process. 14. The provision of training and supervision to develop and promote Adult Safeguarding. 15. Robust inter-agency and multi-agency systems to promote best practice. 16. Support the development of robust internal systems to provide a consistent, high quality Safeguarding Adults service. 17. Chair Safeguarding Adults meetings or discussions. 18. Ensure records systems are robust and fit for purpose	✓ Attending and contributing to enquiries/meetings/information sharing. ✓ Evidencing information sharing. ✓ Engaging in activities related to s42 enquiries as appropriate. ✓ Understanding when to contact out of hours services. ✓ Using emergency services when necessary, e.g. call an ambulance and/or police intervention. ✓ Effective risk/safeguarding plans. ✓ Planning and carrying out agreed strategy to protect an adult from abuse during and following enquiry. ✓ Identifying and reducing potential and actual risks after disclosure/allegation has been made. ✓ Exercising defensible decision making. ✓ Responding to alerts/concerns in a timely manner. ✓ Ensuring Safeguarding activity is appropriate and proportionate. ✓ Ensuring the person's mental capacity is considered ✓ Accessing all relevant legal powers and remedies. ✓ Implementing effective strategies to manage self-neglect. ✓ Responding appropriately to concerns about: human trafficking and modern slavery; and honour-based violence and forced marriage. ✓ Responding appropriately to adults at risk who cause harm. ✓ Identifying and responding effectively to factors increasing vulnerability to abuse. ✓ Accessing and using effectively a range of community safety processes. ✓ Demonstrating interpersonal skills and addressing 'difficult conversations'. ✓ Being aware and challenging, if necessary, organisational cultures that may lead to poor practice in safeguarding. ✓ Ability to coordinate safeguarding concerns. ✓ Promoting outcome-focused adult safeguarding practice and decision making. ✓ Supporting and supervising safeguarding adult concerns. ✓ Undertaking safeguarding enquiry with support from Safeguarding Adult Manager. ✓ Negotiating safeguarding plans with adult at risk that is outcome-focused and includes risk enablement, specialist protection assessment recovery as needed. ✓ Identifying how best evidence is achieved.

Course Level 4	Staff Roles	Core Competencies	Evidence
Core - Safeguarding Adults for Managers 1 day course which must be completed following the Level 1 to Level 3 courses and within 6 months of starting in post and then re-fresher on a minimum of 2-yearly basis **(Mandatory)** **Mental Capacity Act 2005 and DoLS for Operational Managers** 1-day course following completion of the Level 1 and Level 2 MCA/DoLS Courses and then re-fresher on a minimum of 2-yearly basis **(Mandatory)** **Safeguarding Quality Assurance Framework** 2hr briefing session on the QAF and the role of practitioners and managers	Health and Social Care Operational Managers/,Team Managers, Contracts and Commissioning Managers, Senior Operational Managers/Senior Social Work Practitioners who supervise staff	19. Lead the development of effective policy and procedures for Safeguarding Adult services in your organisation. 20. Ensure plans and targets for Safeguarding Adults are embedded at a strategic level across your organisation. 21. Develop and maintain systems to ensure the involvement of those who use your services in the evaluation and development of your Safeguarding Adults services. 22. Promote awareness of Safeguarding Adults systems within your organisation and outside of your organisation.	✓ Providing leadership for the workforce, stating clear aims and objectives in Safeguarding Adults ✓ Effectively communicating a proactive approach to Safeguarding Adults within your organisation. Understanding and responding effectively to Care Act 2014 statutory duties. ✓ Implementing the Making Safeguarding Personal guidance. ✓ Providing scrutiny of key processes and responding to key questions. ✓ Providing effective strategic leadership for safeguarding internally. ✓ Providing effective strategic leadership for safeguarding as a partnership. ✓ Ensuring 'whistleblowing' systems are in place. ✓ Understanding the respective roles and responsibilities of partners. ✓ Strategic understanding of the scope of Safeguarding services across the whole organisation. ✓ Working with partner agencies to develop a consistent intra- and inter-agency approach to Safeguarding Adults. ✓ Ensuring contractual arrangements with service providers adhere to Safeguarding Adults policy and procedures. ✓ Holding local agencies to account for their safeguarding work. ✓ Being aware of the findings from Safeguarding Adults Reviews and any implication for service delivery in respect of Safeguarding Adults in your organisation. ✓ Promoting the role of the Local Safeguarding Adults Board. ✓ Implementing Safeguarding Adults Reviews. ✓ Promoting person-centred and outcome-based approaches. ✓ Actively engaging in and having comprehensive knowledge of CQC inspections and findings and how these will be implemented to support service development in your organisation. ✓ Embedding sector-led improvement frameworks. ✓ Promoting Peer Challenge. ✓ Embedding the Quality Assurance Framework. ✓ Embedding the Learning and Review Framework. ✓ Promoting collaborative partnerships to underpin the roles and responsibilities of partners. ✓ Ensuring internal audit systems are robust. ✓ Implementing board governance arrangements. ✓ Ensuring service users, patients, carers and customers are supported and involved in all aspects of activity, and that their feedback impacts upon service plans, locality action plans and the delivery of Safeguarding. ✓ Publicising and promoting Safeguarding policy, guidance and procedures.

APPENDIX 2
SAFEGUARDING ADULTS TRAINING AUDIT

This audit tool is intended as a means for Southampton City Council' Adult Services to measure the level, quality and effectiveness of its safeguarding adults learning and development framework.

The Safeguarding and Service Quality Manager must undertake an audit on an annual basis and submit the results to the relevant learning and development officer.

Name of person completing audit ……………………………………………………….

Role of person within adult services …………………………………………………....

Contact details for person completing audit …………………………………………...

Total number of staff currently employed in adult services (both full time and part time) …................

How many safeguarding adult concerns have been raised in the last 12 months? ………..

How many safeguarding adult concerns progressed to enquiry in the last 12 months? …………………….

Arrangements for staff training and development

How are any development / training needs related to safeguarding adults identified, recorded and met?

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What arrangements do you have in place to ensure that staff are competent (according to their role) in safeguarding adults? (e.g. induction programme, e- learning, DVDs, face to face training, workbooks, observation, mentoring, discussion in supervision and staff meetings, lessons learned meetings)

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What methods have you used to evaluate the effectiveness of safeguarding adults training?

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How do you ensure that learning is put into practice? (e.g. discussion in supervision, staff meetings, reviewing individual action plans, observations of practice or identifying opportunities to put learning into practice)

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Response Comments

What % of new staff have undertaken an appropriate level of safeguarding training (according to their roles and responsibilities) within 3 months of starting in post?
………………

What % of all staff are currently up-to-date with their safeguarding training (i.e. have undertaken the appropriate level of training within the past 2 years)?………………..

Training Providers Response

Name and contact details of training provider/s used by Southampton City Council
……

Are all safeguarding adults trainers suitably qualified and experienced? *(please give details)*
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How do trainers ensure that local arrangements to safeguard adults are included in the training and that the competencies included in the safeguarding learning and development framework are covered?
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How do trainers ensure they are kept up-to-date with local and national developments in safeguarding adults, including any learning from SARs?
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Sign-Off Response
Date of previous audit ……………………………
Signature of person undertaking audit ………………………………..
Signature of responsible/registered manager …………………………
Date of sign-off ……………………………………