



AGENDA ITEM NO: 15.0.

Meeting Title/Date:	Governing Body - 17 March 2020		
Report Title:	MBCCG Safeguarding Training Policy Framework 2020/21		
Paper Prepared By:	Kirsty Byrne	Date of Paper:	25 February 2020
Executive Sponsor:	Margaret Williams	Responsible Manager:	Jane Jones
Committees where Paper Previously Presented:	Safeguarding Leadership Meeting. Quality Improvement Committee. Executive Committee.		
Background Paper(s):	Royal College of Nursing (2019): Safeguarding Children and Young people: Roles and Competencies for Health Care Staff: Intercollegiate Document. NHS England and NHS Improvement (2019) Safeguarding Vulnerable People in the NHS - Accountability and Assurance Framework. Section 11 Children Act (2004). HM Government (2014) The Care Act. Royal College of Nursing (2018) Adults Safeguarding: Roles and Competencies for Healthcare Staff: Intercollegiate Document.		
Summary of Report:	MBCCG has a duty to comply with the requirements of the Intercollegiate Document for both Children (2019) and Adults (2018) relating to safeguarding skills and competencies required for roles depending on degree of contact with children, young people and adults. A Safeguarding Training Policy Framework for 2020/2021 has been written to support CCG staff to understand their training requirements. The policy will set out how staff can meet these requirements and how we will monitor and report compliance. There is a focus on the mandated training and additional supportive training in relation to the five National safeguarding priority areas for Safeguarding. Please note the Adult Intercollegiate Document is has recently been published and full compliance will be required by 2021.		

	The Safeguarding Training Policy Framework for 2020/2021 is contained within this document.	
Recommendation(s):	The Governing Body are asked to note and approve the contents of the training policy framework.	
		Please Select Y/N
Identified Risks: (Record related Assurance Framework or Risk Register reference number)		N
Impact Assessment: (Including Health, Equality, Diversity and Human Rights)		Y
Strategic Objective(s) Supported by this Paper:		Please Select (X)
Better Health - improve population health and wellbeing and reduce health inequalities		
Better Care - improve individual outcomes, quality and experience of care		X
Delivered Sustainably - create an environment for motivated, happy staff and achieve our control total		X
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Since Morecambe Bay's CCG Safeguarding Team has been in place a number of initiatives had been strengthened in relation to safeguarding training for CCG staff :

- Safeguarding training is within mandatory training requirements for the CCG; all staff members have been mapped across the level of competencies they require for their role – this is reflected on the ESR system.
- New staff are required to undertake level 1 safeguarding training within 6 weeks of commencement into post.
- E-learning training is readily available via the ESR System for staff requiring level 1, 2 & 3 competencies for Safeguarding Children and level 1 & 2 Safeguarding Adults and also 'Prevent' basic awareness.
- Since the CCG boundary change, figures for the completion of L1 safeguarding training (Children, Adult and Prevent) have been sent to the CSU in order to update staff compliance records.
- The SG Team have mapped level 2 safeguarding children's training requirements and have signpost staff to the relevant online training.
- Live compliance reports are now received on a monthly basis to enable the team to monitor compliance for safeguarding mandatory training.
- Prevent basic awareness training has been circulated via a newsletter to all CCG staff and delivered in bespoke face to face sessions
- Additional training events in line with national developments, GP training and educational opportunities are facilitated through the Safeguarding Leads Forum, Safeguarding Partnership events circulated via the monthly safeguarding team newsletter and forums.
- Where face to face training or events have been facilitated and delivered by the Safeguarding Team, a robust evaluation process has measured the quality assurance and impact on practice against the learning outcomes.

Further to this a number of training events and forums have been facilitated which include:

- Safeguarding Leadership Forums for Primary Care
- A series of PLT events, which focussed on Adverse Childhood Events, Missing, Exploited and Trafficking and MCA, Hoarding and Self-Neglect
- Safeguarding Champions Forums
- Bespoke training offers to Primary Care which includes MCA, CSE and Prevent
- MCA/DoLS Workshop run by Aftathought drama company
- All staff that has contact with children and young people have been directed to complete the LSCB CSE e-learning. This is inclusive of GP Primary Care Practices and all commissioned contracts

Current compliance rates (as of 29th February 2020) are as follows:

Competency	Compliance	Non Compliance
Preventing Radicalisation	86.90%	13.10%
Safeguarding Adults - Level 1	88.10%	11.90%
Safeguarding Adults - Level 2	100.00%	0.00%
Safeguarding Children - Level 1	85.71%	14.29%
Safeguarding Children - Level 2	90.00%	10.00%
Safeguarding Children - Level 3	100.00%	0.00%

Work continues to advise those members of staff recorded as non-compliant to complete their training as a matter of immediacy.

Our vision as a Safeguarding Team over the next 12 months, in line with this training policy framework, will be to further strengthen compliance figures and increase the training offer in accordance with National priorities and awaited National guidance.

NHS Morecambe Bay Clinical Commissioning Group (MBCCG)

MBCCG SAFEGUARDING TRAINING POLICY FRAMEWORK 2020-2021

Document Reference:	Version 3
Document Title:	Safeguarding Training Policy Framework 2020-21
Supersedes:	
Author:	Designated Nurse Adult Safeguarding & MCA/DoLS Deputy Designated Nurse Safeguarding Children
Lead Director:	Margaret Williams
Consultation Group:	Not applicable
Date Ratified:	
Review Date:	January 2021

NHS Morecambe Bay CCG is committed to ensuring that, as far as it is reasonably practicable, the way we provide services to the public and the way we treat our staff reflects their individual needs and does not discriminate against individuals or groups on the basis of their age, disability, gender, race, religion/belief or sexual orientation.

Should a member of staff or any other person require access to this policy in another language or format (such as Braille or large print) they can do so by contacting NHS Morecambe Bay CCG who will do its utmost to support and develop equitable access to all policies.

Senior managers within the CCG have a responsibility for ensuring that a system is in place for their area of responsibility that keeps staff up to date with new policy changes.

It is the responsibility of all staff employed directly or indirectly by the CCG to make themselves aware of the policies and procedures of that CCG and are encouraged to remember the principles of safeguarding in their everyday life.

This policy is individual to NHS Morecambe Bay CCG. The CCG does not accept any liability to any third party that adopts or amends this policy.

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1.0 Introduction

- 1.1 The purpose of this training policy framework is to ensure that NHS Morecambe Bay Clinical Commissioning Group (MBCCG) meets its contractual and legislative responsibilities to equip people with the knowledge to work effectively to safeguard and promote the welfare of children, young people and adults. The policy framework aims to provide information on mandatory safeguarding training requirements for all managers and staff within the CCG. Reference will also be made to training requirements and support to the providers with whom the CCG Commission services.
- 1.2 To protect children, young people and adults from harm, all healthcare staff must have the competencies to recognise child and adult abuse and to take effective action as appropriate to their role. This applies to children and parents in their own right and also where adults have caring responsibilities for children who may be at risk because of their parent/carers health or behaviour.
- 1.3 MBCCG has a duty to ensure that all health staff have access to appropriate safeguarding training and learning opportunities to support their understanding of child and adult welfare and information sharing. The CCG must also ensure that staff are familiar with the legal requirements of the Mental Capacity Act and understand the principles of confidentiality and information sharing within the Act.
- 1.4 This policy framework should be used in conjunction with MBCCG's Safeguarding Policy, those of the Local Safeguarding Adult and Children's Boards and Partnerships (Cumbria, Lancashire and North Yorkshire), the RCN Children's Intercollegiate Document (2019) and RCN Adult's Intercollegiate Document (2018).

2.0 Scope

- 2.1 The MBCCG Safeguarding Training Policy Framework is relevant to all CCG staff and aims to provide the framework for mandatory safeguarding training to ensure that those practitioners working with children, young people, adults and their families are appropriately skilled and knowledgeable to promote their safety in our community.
- 2.2 The training policy framework will identify the levels of mandatory training required for all staff groups/individuals, depending on their roles and responsibilities and how that training may be accessed. It will also ensure staff are aware of their accountability in relation to safeguarding training.
- 2.3 The training policy framework will be reviewed two yearly and in response to changes to national and local guidance or local policy initiatives.

3.0 Principles

- 3.1 All staff are trained and competent to be alert to potential indicators of abuse and neglect, know how to act on those concerns and to fulfil their roles and

responsibilities for safeguarding children and adults at risk in line with Local Safeguarding Children Board (LSCB) and Local Safeguarding Adult Board (LSAB) procedures, the RCN Children's Intercollegiate Document (2019) and the RCN Adult's Intercollegiate Document (2018).

- 3.2 Staff are familiar with the legal requirements of the Mental Capacity Act and understand the principles of confidentiality and information sharing within the Act.
- 3.3 All mandatory training, whether single or multi-agency should emphasise the importance of working together and should always equip staff for working collaboratively with others and communicating and sharing information.
- 3.4 All training provided should respect diversity (including culture, race, religion and disability), promote equality and encourage the participation of children, families and adults in the safeguarding process.

4.0 The Purpose of Safeguarding Training

- 4.1 The purpose of safeguarding training for interagency work at both strategic and operational levels is to achieve better outcomes for children and adults by promoting:
 - A shared understanding of the tasks, processes, principles and roles and responsibilities
 - More effective and integrated services at both the strategic and individual level
 - Improved communications between professionals
 - Effective working relationships and sound decision making
 - Changes to practice based on recommendations from local and national cases

5.0 Definitions

5.1 Safeguarding

Safeguarding is:

- Protection from maltreatment
- Preventing impairment of health or development
- Ensuring environments and circumstances that promote safe effective care giving
- Ensuring optimum life chances from childhood through to adolescence and into adulthood and taking action to enable the best outcomes

- 5.2 A child/young person is anyone who has not yet reached their 18th birthday.
- 5.3 Adult at risk (of abuse and neglect): Safeguarding duties apply to an adult aged 18 or over and who:
- A shared understanding of the tasks, processes, principles and roles and responsibilities
 - Has needs for care and support (whether the local authority is meeting any of those needs) and;
 - Is experiencing, or is at risk of abuse or neglect; and as a result of those care needs is unable to protect themselves from either the risk of, or the experience of abuse or neglect.
- 5.4 Single agency training is training which is carried out by a particular agency for its own staff and this will be at Level 1 and 2.
- 5.5 Inter (or multi-) agency training is training for employees of different professions or agencies who either work together formally or come together for training or development. This is often Level 2 and above.

6.0 Roles and Responsibilities of Morecambe Bay CCG

- 6.1 It is the responsibility of MBCCG to recognise that in order for staff to carry out their roles and responsibilities for safeguarding they will have different training needs which are dependent on their degree of contact with and responsibilities for children and adults.
- 6.2 In accordance with the NHSE & NHSI Accountability and Assurance framework (2019), MBCCG has a responsibility to receive assurance from all commissioned services that robust safeguarding training plans are in place that are fit for purpose and comply with local and national guidance. Accordingly, MBCCG receives reports on compliance and quality, via the safeguarding governance arrangements in provider organisations, which demonstrate continuous learning and improvement.

7. Training Programme / Delivery of Training

- 7.1 MBCCG employees can access in house safeguarding training programmes at via the NHS Electronic Staff Record (ESR) system or through face to face sessions delivered by the Safeguarding Team. Staff requiring training above level 2 will be directed to external training.
- 7.2 The Safeguarding Team will deliver additional/enhanced support and training as required in response to need/concerns that may arise from are identified risks or gaps in knowledge.
- 7.3 Working collaboratively with other CCG's across Pan-Lancashire and Local Safeguarding Boards, training will be subject to audit, evaluation, quality

assurance, scrutiny and reporting. All training identified within this document is compliant with the standards required within statutory and national guidance.

8.0 Training Requirements for MBCCG Staff

All NHS staff when working with children, young people and adults should receive appropriate safeguarding training and knowledge relevant to their role in line with current guidance (for further details see Appendix 1).

8.1 Safeguarding Children Training

Different staff groups require different levels of competence depending on their role, their level of contact with children, young people and families/or contact with any adult who has responsibilities through work and hobbies, the nature of their work, and their level of responsibility. The RCN Intercollegiate Document (2019) identifies five levels of competence as well as Board Level and gives further examples of groups that fall with each of these (see Appendix 1).

8.2 Safeguarding Adults Training

All staff working within health services are mandated to complete Level 1 Safeguarding Adult Training which ensures they can recognise signs and symptoms of abuse and report abuse in line with local policy. The Adults Intercollegiate Document (2018) identifies five levels of competence as well as Board Level and gives further examples of groups that fall with each of these (see Appendix 1).

8.3 Mental Capacity Act (MCA)

It is recommended that all staff access MCA Level 1 basic awareness training which will provide them with information on the implementation of the Act in everyday practice.

8.4 Prevent

All staff working within health services should complete Basic Prevent awareness training which ensures staff have an awareness and understanding of the indicators of risk and are aware of the reporting mechanisms in their own organisation.

8.5 Child Sexual Exploitation (CSE)

All staff working within health services should be trained in the basic awareness of CSE, which ensures staff are able to recognise and respond to CSE at the earliest opportunity. This is now reflected in the different levels of Safeguarding Children's Training.

9.0 Monitoring and Assurance

9.1 CCG staff

Monitoring arrangements at CCG level are required to provide assurance of compliance that all staff are trained to the appropriate competencies. Compliance with safeguarding training will be monitored by the Safeguarding Team in conjunction with the CSU and will be reported through internal Governance processes. Compliance will also be reported on an annual basis to NHS England (NHSE) and the Local Safeguarding Boards through the Section 11 submission and MB CCG Annual Safeguarding Report.

9.2 Providers

It is the responsibility of providers to ensure that their staff are appropriately trained in order to fulfil their obligation for Care Quality Commission (CQC) registration and in line with regulatory and statutory requirements.

The SG team have a role to support safeguarding arrangements across the health care system and with this in mind additional enhanced support and training will be offered to providers and primary care in line with National Priorities and where there are identified risks or gaps in knowledge.

The CCG will ensure all providers have robust training programmes in place for their staff through the submission of Safeguarding Assurance Framework and Section 11 audits.

Where MBCCG is a lead commissioner they will receive assurance updates directly from the provider forming part of their quality report. Where MBCCG is an associate commissioner safeguarding training assurances will be given by the lead commissioner through agreed processes. Any issues will be raised through the relevant contract and/or quality meetings.

10.0 References

HM Government (2010) Working Together to Safeguard Children: A guide to interagency working to safeguard and promote the welfare of children.

NHS England and NHS Improvement (2019) Safeguarding Vulnerable People in the NHS – Accountability and Assurance Framework.

Royal College of Nursing (2019) Safeguarding Children and Young People: Roles and Competencies for Health Care Staff: Intercollegiate Document.

Royal College of Nursing (2018) Adults Safeguarding: Roles and Competencies for Healthcare Staff: Intercollegiate Document.

Lancashire Safeguarding Children and Adult Boards Training Strategies

Cumbria Safeguarding Adults Partnership Training Strategy

Cumbria Safeguarding Children's Board Training Strategy

Appendix 1

Safeguarding Children and Adults Training for CCG staff

All Healthcare staff have a duty to safeguard and protect the welfare of children and adults. Safeguarding children and adults training is therefore mandatory for all staff engaged in services for children and adults to ensure that you retain the competences appropriate to your role and follow the relevant professional guidance. This document aims to provide guidance on the requirements and resources available to CCG staff.

Safeguarding Children Training

Level 1 – all staff working in healthcare services

Level 2 – non-clinical and clinical staff who, in their role, have contact (however small) with children, young people and/or parents/carers or adults who may pose a risk to children

Levels 3 – all clinical staff working with children, young people and/or parents/carers or adults who may pose a risk to children **and** who could potentially contribute to assessing, planning, intervening and/or evaluating the needs of a child or young person and/or parenting capacity (regardless of whether there have been previously identified child protection/safeguarding concerns or not)

Level 4 - Specialist roles – named professionals for Safeguarding Children and Young People

Level 5 – Specialist roles - designated professionals for Safeguarding Children and Young People

NB: The training requirements for the roles of Chair, CEOs, Executive Board leads and Board members will be described separately in this table

Staff Group	Core Competencies	Training opportunities available
Level 1		
<p><u>Staff groups</u> All clinical and non-clinical staff, administrative, domestics, Board level Executives & non executives, lay members working in healthcare services. Training must be accessed on induction or within 6 weeks of taking</p>	<ul style="list-style-type: none"> • recognising potential indicators of child maltreatment <ul style="list-style-type: none"> - physical abuse including fabricated and induced illness, and FGM - neglect - emotional abuse, forced marriage, modern slavery and grooming and exploitation to support and/or commit acts of terrorism (known as radicalisation) missing children, county lines (young people involved in organised crime who are 	<p>NHS Electronic Staff Record Level 1 accessed via: NHS ESR</p> <p>Lancs LSCB e-learning level 1 accessed via: Lancs E-Learning</p> <p>Cumbria LSCB e-learning level 1 accessed via:</p>

Staff Group	Core Competencies	Training opportunities available
<p>up the post</p> <p>Competencies should be reviewed annually as part of staff appraisal in conjunction with individual learning and development plans.</p> <p>Over a three-year period staff should receive refresher training equivalent to a minimum of 2 hours.</p>	<p>coerced to traffic drugs or other illegal items around the country) and child trafficking (internal and external)</p> <ul style="list-style-type: none"> - sexual abuse, including child sexual exploitation, missing children, county and child trafficking (internal and external) - domestic abuse <ul style="list-style-type: none"> • recognises that children with any disability (visible or hidden) are at greater risk of abuse • recognises the vulnerabilities of children who are looked after • awareness of the potential impact of a parent/carers physical and mental health on the wellbeing and development of a child or young person (including the unborn child), and: <ul style="list-style-type: none"> - the impact of parental substance misuse, domestic violence and abuse - the risks associated with the internet and online social networking - adverse childhood experiences (ACEs) and their effects - an understanding of the importance of children’s rights in the safeguarding/child protection context, and the awareness of relevant legislation and guidance • awareness that a child not being brought to a health appointment may be a potential indicator of neglect or other forms of abuse • awareness of the potential significance on the wellbeing of children of parents/carers not attending or changing health appointments, particularly if the appointments are for mental health, alcohol or substance misuse problems (where appropriate to role) • taking appropriate action if they have concerns, including appropriately seeking advice, documenting and reporting concerns safely • staff working in agencies that use a flagging/ coding system for children at risk are familiar with the flagging/coding system as 	<p>Cumbria E-learning</p> <p>The e-learning programme can also be accessed as part of refresher training</p>

Staff Group	Core Competencies	Training opportunities available
	<p>appropriate to role</p> <ul style="list-style-type: none"> • awareness of professional abuse and raising concerns about conduct of colleagues. 	
Level 2		
<p><u>Staff groups</u></p> <p>This includes administrators for safeguarding teams, and any staff who have contact (however small) with children, young people and/or parents/carers or adults who may pose a risk to children.</p> <p>Training should be undertaken within six months of coming into post.</p> <p>Competencies should be reviewed annually as part of staff appraisal in conjunction with individual learning and development plans.</p> <p>Over a three-year period staff should receive refresher training equivalent to a minimum of 4 hours. Training should be tailored to the roles of individuals.</p>	<ul style="list-style-type: none"> • As outlined for level 1 • Uses professional and clinical knowledge, and understanding of what constitutes child maltreatment, to identify signs of child abuse or neglect • Able to identify and refer a child suspected of being a victim of trafficking, county lines (young people involved in organised crime who are coerced to traffic drugs or other illegal items around the country), forced marriage, domestic violence, or modern slavery or sexual exploitation; at risk of exploitation/grooming by radicalisers, gang and electronic media abuse • Able to identify and refer a child at risk of FGM or having been a victim of FGM • Acts as an effective advocate for the child or young person, proactively seeking the child's views while taking into consideration the Gillick competency and Fraser guidelines (in Scotland, the Age of Legal Capacity), but also considering how to balance children's rights and wishes with a professionals' responsibility to keep children safe from harm • Recognises the potential impact of a parent's/ carer's physical and mental health on the wellbeing of a child or young person • Clear about own and colleagues' roles, responsibilities, and professional boundaries, including professional abuse and raising concerns about conduct of colleagues • As appropriate to role, able to refer to social care if a safeguarding/child protection concern is identified (aware of how to 	<p>NHS Electronic Staff Record Level 2 accessed via: NHS ESR</p> <p>Lancs LSCB e-learning level 2 accessed via: Lancs E-Learning</p> <p>Cumbria LSCB e-learning level 2 accessed via: Cumbria E-learning</p> <p>Lancashire Safeguarding Children Boards LSCB policies and procedures accessed at: Lancs Online Procedures</p> <p>Cumbria Safeguarding Children Boards LSCB policies and procedures accessed at: Cumbria Online Procedures</p>

Staff Group	Core Competencies	Training opportunities available
	<p>refer even if role does not encompass referrals)</p> <ul style="list-style-type: none"> • Documents safeguarding/child protection concerns in order to be able to inform the relevant staff and agencies as necessary, maintains appropriate record keeping, and differentiates between fact and opinion • Shares appropriate and relevant information with other teams • Acts in accordance with key statutory and non-statutory guidance and legislation including the UN Convention on the Rights of the Child and Human Rights Act 	
Level 3		
<p><u>Staff groups</u> All clinical staff working with children, young people and/or parents/carers or adults who may pose a risk to children and who could potentially contribute to assessing, planning, intervening and/or evaluating the needs of a child or young person and/or parenting capacity (regardless of whether there have been previously identified child protection/safeguarding concerns or not)</p>	<ul style="list-style-type: none"> • As outlined for Level 1 and 2. • Draws on child and family-focused clinical and professional knowledge and expertise of what constitutes child maltreatment, in identifying signs of sexual, physical, or emotional abuse or neglect including domestic abuse, sexual exploitation, grooming and exploitation to support and/or commit acts of terrorism (known as radicalisation), FGM, modern slavery, gang and electronic media abuse and escalates accordingly. • When treating adults, takes appropriate action to safeguard any children who may be at risk of harm due to the adult's health or behaviour, routinely considering whether that adult has any responsibility for children. • Documents history taking and physical examination in a manner that is appropriate for safeguarding/child protection and legal processes, seeking specific expertise and guidance as role requires. • Reports concerns, including using appropriate coding as appropriate to role, in all relevant patient records to record safeguarding concerns. 	<p>Lancashire Safeguarding Children's Board Multi-Agency Training (Level 3 and above)</p> <p>Cumbria Safeguarding Children's Board Multi-Agency Training (Level 3 and above)</p> <p>Lancashire Safeguarding Children Common Assessment Framework CAF /Continuum Of Need CON training CAF Training</p> <p>Cumbria Safeguarding Children</p>

Staff Group	Core Competencies	Training opportunities available
	<ul style="list-style-type: none"> • Contributes to inter-agency assessments, as relevant to role, the gathering and sharing of information and, where appropriate, analysis of risk. • Undertakes regular documented reviews of own (and/or team) safeguarding/child protection practice as appropriate to role (in various ways, such as through audit, case discussion, peer review, and supervision and as a component of education and training). • Contributes as required/where relevant to role to: serious case reviews/case management reviews/significant case reviews (including the child practice review process in Wales), domestic homicide reviews which include children/internal partnership and local forms of review, as well as child death review processes. • Advises other agencies as appropriate to role about the health management of individual children in child protection cases. • Works with other professionals and agencies, with children, young people and their families when there are safeguarding concerns. • Able to share information appropriately and is able to provide advice to others on appropriate information sharing according to Caldicott principles. • Applies the lessons learnt from audit, serious case reviews (in Wales child practice reviews), domestic homicide reviews and case management reviews to improve practice. 	<p>Early Help training Early Help Training</p>
Level 4		
<p><u>CCG staff groups</u> Specialist roles – named professionals for Safeguarding Children and Young People. NB: Those undertaking level 4 training do not need to repeat level 1,</p>	<ul style="list-style-type: none"> • As outlined for Level 1, 2 and 3. • Contributes as a member of the safeguarding team to the development of strong internal safeguarding/child protection policy, guidelines, and protocols. • Able to effectively communicate local safeguarding knowledge, research and findings from audits, challenge poor practice and 	<p>Please refer to all training opportunities available in level 3 Named professionals should participate regularly in support groups or peer support networks</p>

Staff Group	Core Competencies	Training opportunities available
<p>2 or 3 training as it is anticipated that an update will be encompassed in level 4 training</p> <p>Competence should be reviewed annually as part of staff appraisal in conjunction with individual learning and development plan.</p> <p>Named professionals should attend a minimum of 24 hours of education, training and learning over a three-year period. This should include non-clinical knowledge acquisition such as management, appraisal and supervision training.</p>	<p>address areas where there is an identified training/development opportunity.</p> <ul style="list-style-type: none"> • Facilitates and contributes to own organisation audits, multi-agency audits and statutory inspections. • Works with the safeguarding/child protection team and partners in other agencies to conduct safeguarding training needs analysis, and to commission, plan, design, deliver and evaluate single and inter-agency training and teaching for staff in the organisations covered. • Undertakes and contributes to serious case reviews/case management reviews/significant case reviews (in Wales child practice reviews)/domestic homicide reviews which include children individual management reviews/individual agency reviews/internal management reviews, and child death reviews where requested, and undertakes chronologies, and the development of action plans using a root cause analysis approach where appropriate or other locally approved methodologies. • Co-ordinates and contributes to implementation of action plans and the learning following the above reviews with the safeguarding/child protection team. • Works effectively with colleagues from other organisations, providing advice as appropriate. • Provides advice and information about safeguarding/child protection to the employing authority, both proactively and reactively – this includes the board, directors, and senior managers. • Provides specialist advice to practitioners, both actively and reactively, including clarification about organisational policies, legal issues and the management of child protection cases. • Provides safeguarding/child protection supervision and leads or ensures appropriate reflective practice is embedded in the organisation to include peer review. 	<p>for specialist professionals at a local and national level, according to professional guidelines (attendance should be recorded)</p> <p>Named professionals should complete a management programme with a focus on leadership and change management within three years of taking up their post</p> <p>Named Professionals responsible for training of doctors are expected to have appropriate education</p>

Staff Group	Core Competencies	Training opportunities available
	<ul style="list-style-type: none"> • Participates in sub-groups, as required, of the LSP/the safeguarding panel of the health and social care trust/the child protection committee in Scotland/the safeguarding committee of the health board or trust in Wales. • Leads/oversees safeguarding/child protection quality assurance and improvement processes. • Undertakes risk assessments of the organisation's ability to safeguard/protect children and young people. 	
Level 5		
<p>Staff groups Specialist roles - designated professionals for Safeguarding Children and Young People NB: Training at level 5 will include the training required at levels 1-4 and will negate the need to undertake refresher training at levels 1-4 in addition to level 5. Designated professionals should attend a minimum of 24 hours of education, training and learning over a three-year period. This should include non-clinical knowledge acquisition such as management, appraisal, supervision training and the context of other professionals' work</p>	<ul style="list-style-type: none"> • As outlined for Level 1, 2 3 and 4. • Provides, supports and ensures contribution to safeguarding appraisal and appropriate supervision for colleagues across healthcare services, including public health services commissioned by local authorities, and provided by independent/private healthcare providers. • Conducts training needs analysis, and commissions, plans, designs, delivers, and evaluates safeguarding/child protection single and inter-agency training and teaching for staff across healthcare services, including public health services commissioned by local authorities, and provided by independent/private healthcare providers. • Leads/oversees safeguarding/child protection quality assurance and improvement across healthcare services, including public health services commissioned by local authorities, and provided by independent/private healthcare providers. • Leads innovation and change to improve safeguarding across healthcare services, including public health services commissioned by local authorities, and provided by independent/private healthcare providers. 	<p>Please refer to all training opportunities available in level 3</p> <p>Designated professionals should participate regularly in support groups or peer support</p> <p>Networks for specialist professionals at a local, regional, and national level according to professional guidelines (and their attendance should be recorded)</p> <p>An executive level management programme with a focus on leadership and change</p> <p>Management should be completed within three years of taking up the post</p>

Staff Group	Core Competencies	Training opportunities available
	<ul style="list-style-type: none"> • Takes a lead role in ensuring robust processes are in place across healthcare services to learn lessons from cases where children and young people die or are seriously harmed and maltreatment or neglect is suspected. • Gives appropriate advice to specialist safeguarding/child protection professionals working within organisations delivering health services and to other agencies. • Takes a strategic and professional lead across healthcare services on all aspects of safeguarding/child protection, working closely with adult safeguarding colleagues. • Provides expert advice and guidance, aiming to continually improve the quality of safeguarding activity in order to improve health outcomes for vulnerable children and those identified with safeguarding concerns. • Provides expert advice to service planners and commissioners, ensuring all services commissioned meet the statutory requirement to safeguard and promote the welfare of children to include: <ul style="list-style-type: none"> - taking a strategic professional lead across every aspect of health service contribution to safeguarding children within all provider organisations commissioned by the commissioners within each nation - ensuring robust systems, procedures, policies, professional guidance, training and supervision are in place within all provider organisations commissioned by the commissioners within each nation, in keeping with local safeguarding children partnership/local safeguarding children's board procedures and recommendations (England, Wales and Northern Ireland), and area child protection committees (Scotland) - providing specialist advice and guidance to the board and executives of commissioner organisations on all matters 	

Staff Group	Core Competencies	Training opportunities available
	<p>relating to safeguarding children including regulation and inspection ensuring involvement with commissioners, providers and partners on direction and monitoring of safeguarding standards and to ensure that safeguarding standards are integrated into all commissioning processes and service specifications</p> <ul style="list-style-type: none"> - monitoring services across healthcare services to ensure adherence to legislation, policy and key statutory and non-statutory guidance by supporting quality assurance teams. 	
Board Level for Chief Executive Officers, Trust and Health Board Executive and non-executive directors/members, commissioning body Directors		
<p>All board members including non-executive members must have a level of knowledge equivalent to all staff working within the healthcare setting (level 1) as well as additional knowledge based competencies by virtue of their board membership.</p> <p>The specific roles of chair, chief executive officers, executive board leads and key board members are described separately in the intercollegiate document.</p>	<p>All board members/commissioning leads should have level 1 core competencies in safeguarding and must know the common presenting features of abuse and neglect and the context in which it presents to healthcare staff. In addition, board members/commissioning leads should have an understanding of the statutory role of the board in safeguarding including partnership arrangements, policies, risks and performance indicators; staff's roles and responsibilities in safeguarding; and the expectations of regulatory bodies in safeguarding.</p> <p>Essentially the board will be held accountable for ensuring children and young people in that organisations care receive high quality, evidence-based care and are seen in appropriate environments, with the right staff, who share the same vision, values and expected behaviours.</p>	<p>This will require a tailored package to be delivered which encompasses level 1 knowledge, skills and competencies, as well as board level specific as identified in the Intercollegiate document.</p> <p>All boards should have access to safeguarding advice and expertise through designated or named leads.</p>

Safeguarding Adults Training

Level 1: All staff working in health care settings

Level 2: All practitioners that have regular contact with patients, their families, carers or the public

Level 3: Registered health care staff who engages in assessing, planning, intervening and evaluating the needs of adults where there are safeguarding concerns (as appropriate to role).

Level 4: Specialists roles – Named Professionals

Level 5: Specialists roles – Designated Professionals or equivalent roles

NB: The training requirements for the roles of Chair, CEOs, Executive Board leads and Board members will be described separately in this table

Target Group	Core competences	Training opportunities available
Level 1		
<p><u>CCG staff groups</u> All non- clinical staff, administrative, domestics, Board level Executives & non executives, lay members</p> <p>Training must be accessed on induction or within 6 weeks of taking up the post</p> <p>Competencies should be reviewed annually as part of staff appraisal in conjunction with individual learning and development plans.</p> <p>Over a three-year period staff should receive refresher training equivalent to a minimum of 2 hours.</p>	<ul style="list-style-type: none"> • recognising potential indicators of adult abuse, harm and neglect. • an awareness that adults experiencing stressful situations in their own lives may have caring responsibilities, for other adults or children • an awareness of the importance of adults rights in the safeguarding context, and the essential knowledge of relevant legislation eg, human rights acts and mental capacity legislation • an awareness and ability to locate local policies and procedures and how to access support to respond to safeguarding concerns • an awareness of appropriate action including reporting and documenting concerns safely and seeking advice. Particularly if uncertain whether a safeguarding need is present • building personal confidence, skills and knowledge to take immediate action through local safeguarding procedures. This should include the ability to escalate concerns if action is not taken. • An awareness of consent, information sharing, data protection legislation and acting safely to share information. 	<p>NHS Electronic Staff Record Level 1 accessed via: NHS ESR</p> <p>The Lancashire Safeguarding Adults Board (LSAB) E learning – Level 1 Lancs LSAB</p> <p>The Cumbria Safeguarding Adults Board (LSAB) E learning – not in place</p> <p>The e-learning programme can also be accessed as part of refresher training.</p>

Target Group	Core competences	Training opportunities available
Level 2		
<p><u>CCG staff groups</u></p> <p>All practitioners that have regular contact with patients, their families, carers or the public.</p> <p>Training should be undertaken within six months of coming into post.</p> <p>Competencies should be reviewed annually as part of staff appraisal in conjunction with individual learning and development plans.</p> <p>Training should be tailored to the roles of individuals.</p>	<ul style="list-style-type: none"> • As outlined for level 1 • Addresses the immediate safety of the person and ensures that a protection plan is put in place immediately when the risk of abuse is high. • Identifies and refers to appropriate services any other associated persons including carers and children at risk. • Practises in a manner that seeks to reduce the risk of abuse, harm or neglect. • Uses professional and clinical knowledge, and understanding of what constitutes any signs of adult abuse, harm or neglect. • Including the further recognition of local safeguarding priorities, for example, financial abuse, Prevent, modern slavery. • Acts to ensure effective advocacy for the adult at risk of abuse, harm or neglect. • Arranges advocates if required, communicating with people about safeguarding, risk and protection planning. This includes facilitating communication with use of interpreters, speech and language colleagues and aids to improve communication. • Understands local safeguarding structures and arrangements. • Understands mental capacity legislation as relevant to the country of practice. When DoLS are required/invoked (if appropriate), the role of mental capacity advocates, the role of lasting power of attorney and the role of the public guardian/Office of Care and Protection (OCP) and future planning arrangements such as court appointed deputies, advance decisions to refuse treatment, 	<p>NHS Electronic Staff Record Level 2 accessed via: NHS ESR</p> <p>The Lancashire Safeguarding Adults Board (LSAB) E learning – Level 2 Lancs LSAB</p> <p>The Cumbria Safeguarding Adults Board (LSAB) E learning – not in place</p> <p>Cumbria online procedures The e-learning programme can also be accessed as part of refresher training.</p>

Target Group	Core competences	Training opportunities available
	<p>advanced statements and acts in best interests of the adult at risk as required.</p> <ul style="list-style-type: none"> • Documents safeguarding concerns in order to be able to inform the relevant staff and agencies as necessary, maintains appropriate records, records the wishes and views of the adult at risk and differentiates between fact and opinion. Registered professionals at level two also need to have an understanding of forensic requirements. For example, radiographers undertaking skeletal survey examinations for forensic purposes. • Shares appropriate and relevant information with other teams within relevant information sharing protocols. • Acts in accordance with key statutory legislation and non-statutory guidance relevant to country of practice. • Understands how to support adults at risk who do not feel able to participate in service support, for example those experiencing coercive control, environmental health issues. 	
Level 3		
<p><u>CCG staff groups</u></p> <p>Registered Health care staff who engage in assessing, planning, intervening and evaluating the needs of adults where there are safeguarding concerns (as appropriate to role).</p>	<ul style="list-style-type: none"> • As outlined for Level 1 and 2. • Draws on clinical and professional knowledge and expertise of what constitutes adult abuse, harm or neglect to support others in fulfilling their adult safeguarding duties. • Undertakes capacity assessments within the framework of the relevant legislation (if appropriate to role) and is able to understand who needs to be included or consulted with in making decisions in a person's best interests. • Discusses the situation with the person, documents and reports concerns, recording the wishes and views of the adult at risk. • Undertaking history taking and physical examination in a manner 	<p>Level 3 Adult Safeguarding training in development.</p> <p>Accredited learning e.g safeguarding conferences, workshops & podcasts.</p>

Target Group	Core competences	Training opportunities available
	<p>that is appropriate for safeguarding and legal processes, as appropriate to the practitioner's role.</p> <ul style="list-style-type: none"> • Undertakes and contributes to and supports 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. Where appropriate, analysis of risk including supporting others to undertake these activities. • Understands the purpose and process of case reviews. • Contributes to and/or co-ordinates protection planning, resolution and recovery – as appropriate to safeguarding concern. • Undertakes regular documented reviews of own (and/or team) safeguarding practice as appropriate to role (in various ways, such as through audit, case discussion, peer review, reflective practice, supervision and as a component of refresher training). • Attends relevant multidisciplinary meetings to present supporting evidence within relevant information sharing protocols. If unable to attend contributes written reports or information as required/requested/relevant in accordance with confidentiality and information sharing requirements. • Contributes to case reviews, panels, internal partnerships and local forms of review. • Works with other professionals and agencies, with adults and their families where there are safeguarding concerns in risk management and protection planning. • Applies the lessons learnt from audit and case reviews to improve practice. • Advises others on appropriate information sharing. • Undertakes clinical supervision and provides support for other staff 	

Target Group	Core competences	Training opportunities available
	(as appropriate to role).	
Level 4		
<p><u>CCG staff groups</u> Specialist roles - named Professionals. NB: Those undertaking level 4 training do not need to repeat level 1, 2 or 3 training as it is anticipated that an update will be encompassed in level 4 training Competence should be reviewed annually as part of staff appraisal in conjunction with individual learning and development plan This should include non-clinical knowledge acquisition such as management, appraisal and supervision training.</p>	<ul style="list-style-type: none"> • As outlined for level 1, 2 and 3 • Be able to align national guidance to local practice. • Collaborate with workforce partners to ensure that the organisation is aligned with regulated employment checks under the DBS. • Contributes as a member of the safeguarding team to the development of internal safeguarding policy, guidelines and protocols. • Able to effectively communicate local safeguarding knowledge, research and findings from audits and challenge poor practice. Support and develop improvements in care/practice/local responses/services/act in response to identified locality knowledge needs. • Facilitates and contributes to own organisation audits, multi-agency audits and statutory inspections establish governance structure and annual reporting monitoring and review. • Works with the safeguarding team and partners in other agencies to conduct safeguarding training needs analysis, and to commission, plan, design, deliver and evaluate single and inter-agency training and teaching for staff in the organisations covered. • Undertakes and contributes to case reviews. • Able to lead investigations on behalf of social care organisations when requested to enable it to decide whether any action should 	<p>Please refer to all training opportunities available in level 3 Named professionals should participate regularly in support groups or peer support networks for specialist professionals at a local and national level, according to professional guidelines (attendance should be recorded) Named professionals should complete a management programme with a focus on leadership and change management within three years of taking up their post Named Professionals responsible for training of doctors are expected to have appropriate education</p>

Target Group	Core competences	Training opportunities available
	<p>be taken in the adult's case. As appropriate to role undertakes chronologies and the development of action plans using a root cause analysis approach (where appropriate) or other locally approved methodologies.</p> <ul style="list-style-type: none"> • In conjunction with designated safeguarding lead, co-ordinates and contributes to implementation of action plans and the learning following reviews. • Works effectively with colleagues from other organisations, providing advice as appropriate. • Provides advice and information about safeguarding to the employing authority, both proactively and reactively – this includes the board, directors, and senior managers. • Provides specialist advice to practitioners, both actively and reactively, including clarification about organisational policies, legal issues and the management of adult safeguarding cases. • Provides safeguarding supervision and leads or ensures appropriate reflective practice is embedded in the organisation, to include peer review. • Leads/oversees safeguarding quality assurance and improvement processes. • Undertakes risk assessments of the organisation's ability to safeguard/protect adults at risk. • Understands the role and procedures of coroner's courts, court of protection and regulators professional bodies. 	
Level 5		
<p><u>CCG staff groups</u> Specialist roles – designated professionals or equivalent roles.</p>	<ul style="list-style-type: none"> • As outlined for Level 1, 2, 3 and 4. • Provides supports and ensures contribution to safeguarding appraisal and appropriate supervision for colleagues across the health community. 	<p>Please refer to all training opportunities available in level 3</p>

Target Group	Core competences	Training opportunities available
<p>NB: Training at level 5 will include the training required at levels 1-4 and will negate the need to undertake refresher training at levels 1-4 in addition to level 5.</p> <p>This should include non-clinical knowledge acquisition such as management, appraisal, supervision training and the context of other professionals' work</p>	<ul style="list-style-type: none"> • Leads training needs analysis, and commissions, plans, designs, delivers, and evaluates adult safeguarding single and inter-agency training and teaching for staff across the health community. • Leads/oversees safeguarding quality assurance and improvement across the health community. • Leads innovation and change to improve safeguarding across the health economy. • Takes a lead role in conducting the health component of case reviews across whole health community. • Gives appropriate advice to specialist safeguarding professionals working within organisations delivering health services and to other agencies. • Takes a strategic and professional lead across the health community on all aspects of adult safeguarding. • Provides expert advice to increase quality, productivity, and to improve health outcomes adults at risk and those identified with safeguarding concerns. • Provides expert advice to service planners and commissioners, ensuring all services commissioned meet the statutory requirement to safeguard and promote the welfare of adults to include: <ul style="list-style-type: none"> – taking a strategic professional lead across every aspect of health service contribution to adult safeguarding within all provider organisations commissioned by the commissioners within each nation. – ensures that commissioned services have robust systems, procedures, policies, professional guidance, training and supervision are in place in keeping with national legislation, procedures and recommendations. – provides specialist advice and guidance to the board and executives of commissioner organisations on all matters relating to adult safeguarding including regulation and inspection. 	<p>Designated professionals should participate regularly in support groups or peer support</p> <p>Networks for specialist professionals at a local, regional, and national level according to professional guidelines (and their attendance should be recorded)</p> <p>An executive level management programme with a focus on leadership and change</p> <p>Management should be completed within three years of taking up the post</p>

Target Group	Core competences	Training opportunities available
	<ul style="list-style-type: none"> - be involved with commissioners, providers and partners on direction and monitoring of safeguarding standards and to ensure that safeguarding standards are integrated into all commissioning processes and service specifications. - monitors services across the health community to ensure adherence to legislation, policy and key statutory and non-statutory guidance. 	
Board Level for Chief Executive Officers, Trust and Health Board Executive and non-executive directors/members, commissioning body Directors		
<p>All board members including non-executive members must have a level of knowledge equivalent to all staff working within the healthcare setting (level 1) as well as additional knowledge based competencies by virtue of their board membership.</p> <p>The specific roles of chair, chief executive officers, executive board leads and key board members are described separately in the intercollegiate document.</p>	<p>All board members/commissioning leads should have Level 1 core competencies in safeguarding and must know the common presenting features of abuse, harm and neglect and the context in which it presents to health care staff. In addition, board members /commissioning leads should have an understanding of the statutory role of the board in safeguarding including partnership arrangements, policies, risks and performance indicators; staff's roles and responsibilities in safeguarding; and the expectations of regulatory bodies in safeguarding.</p> <p>Essentially the board will be held accountable for ensuring adults at risk in the organisations care receive high quality, evidence based care and personalised safeguarding.</p>	<p>A bespoke package of training should be offered that incorporates Level one and additional Board level specific competencies for this staff group.</p> <p>All boards should have access to safeguarding advice and expertise through designated or named leads.</p>
Target Group	Level and suggested content	Training opportunities available
All CCG staff who have contact with service users	<p>Understanding the Mental Capacity Act (MCA) and the Deprivation of Liberty Safeguards (DoLS)</p> <ul style="list-style-type: none"> •Awareness of the legal framework underpinning the MCA 2005 and DoLS 	<p>Pan Lancashire and Cumbria multi agency safeguarding adult procedures manual http://plcsab.proceduresonline.com</p>

Target Group	Core competences	Training opportunities available
	<ul style="list-style-type: none"> •Roles and responsibilities in respect of this legislation •Guidance on completing capacity assessments and applying the best interests check list •What protection the Act offers for people providing care or treatment 	<p>com/</p> <p>RCGP Toolkit Safeguarding Adults MCA and DOLS E Learning programme SCIE website http://www.scie.org.uk/publications/elearning/index.asp</p> <p>CCG Safeguarding and Mental Capacity Act standards for commissioned services appendix 4 safeguarding standards for GP member practices can be accessed on the CCG websites.</p> <p>Mental Capacity Act code of practice https://www.gov.uk/government/publications/mental-capacity-act-code-of-practice</p>
Target Group	Level and suggested content	Training opportunities available
<p>All CCG staff who have contact with service users</p>	<p>PREVENT Increased awareness and understanding of risk relating to individuals</p>	<p>NHS Electronic Staff Record Prevent accessed via: NHS ESR</p>

Target Group	Core competences	Training opportunities available
	being radicalised; an understanding of appropriate referral mechanisms and information sharing; an awareness of the Channel process; awareness that Prevent aims to tackle all forms of terrorism and that the health sector contribution operates in the 'pre-criminal space'.	