



**East Riding Safeguarding Adults Board**  
**Multi Agency Training Strategy**  
**April 2014 – March 2017**

THIS STRATEGY IS CURRENTLY UNDER REVIEW

## 1 Introduction

1.1 The East Riding Safeguarding Adults Board's (ERSAB) multi agency governance arrangements makes it responsible for overseeing the development of an ERSAB training strategy that ensures all staff have access to relevant and timely training that will support the achievement of workplace competence in respect of Adult Safeguarding.

1.2 The 'No Secrets' guidance (Department of Health (DoH) 2000) clearly articulates agency responsibilities in respect of training.

"...agencies should provide training for staff and volunteers on the policy, procedures and professional practice that are in place locally, commensurate with their responsibilities in the adult protection process."

1.3 This training strategy sets out the ERSAB approach to learning and development and is based on the Learn to Care Bournemouth University research into a workforce safeguarding competence framework<sup>1</sup>. It will ensure that all people working in a paid or voluntary capacity with 'Adults at Risk' of harm in the East Riding of Yorkshire have access to high quality learning and development opportunities commensurate with their responsibilities in the safeguarding processes.

1.4 This strategy properly implemented will enable the workforce within all partner organisations to carry out their organisational and individual responsibilities in accordance with;

- a) East Riding Safeguarding Adults Board Multi Agency Procedures.
- b) No Secrets DoH 2000
- c) Common Induction Standard 6
- d) Learn to Care Bournemouth University standards

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<sup>1</sup> Bournemouth University & Learn to Care National Competence Framework for Adult Safeguarding 2010. Endorsed by Skills for Care & Social Care Institute for Excellence.

## 2 Purpose

2.1 The diversity of the partner organisations attending the board will naturally require staff within those organisations to have an equally diverse range of safeguarding skills and specialist knowledge allowing them to fulfill their organisational responsibilities in respect of safeguarding adults at risk of harm.

2.2 However, it is important that we build that specialist knowledge on a firm foundation that is familiar and understood by all partners. The purpose of this strategy is to provide a generic foundation on which all partners can agree.

### 2.3 Aim

The aim of this strategy is therefore to: provide a local multi-agency framework within which partners can agree minimum standards of mandatory training and workforce competence, in respect of safeguarding adults at risk of harm.

### 2.4 Objectives

#### Access

1. To enable anyone working in partner organisations (paid or voluntary capacity) who work regularly with adults at risk of harm, or who may come into contact with adults at risk of harm, to have access to high quality safeguarding training relevant to their role or position.

#### Skills

2. To ensure that everyone working with adults at risk of harm within the East Riding of Yorkshire have the necessary skills to ensure that their clients/patients/customers are safeguarded from harm and exploitation at all times.

#### Review & Evaluation

3. To provide a framework in order that safeguarding training can be regularly, reviewed, and evaluated to ensure it remains current, effective and meets national standards.

### Monitoring

4. To ensure the East Riding Safeguarding Adults Board is able to effectively monitor relevant statistical data to provide assurance that the strategy is achieving its stated aim and objectives.
5. To identify links with other more specialist training streams and provide a comprehensive learning pathway for adult safeguarding.

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### 3 Current Drivers

- 3.1 Whilst there has been a number of recent high profile reports in the media that have put this area of work into the public conscience, for example: Department of Health report; Transforming Care 'A national response to Winterbourne View Hospital' (December 2012) and the Francis report on the Mid Staffordshire NHS Foundation Trust (February 2013), it is the professional frameworks and government guidance documents that provide the most significant drivers for this strategy.
- 3.2 The Department of Health guidance 'No Secrets' published in 2000 remains the foundation upon much of the guidance is based. Whilst more recent government papers for example the Department of Health statement of government policy on Adult Safeguarding (published in 2013), along with the recent Safeguarding Adults Advice and Guidance to Directors of Adult Social Services (published 2013) provided much needed updating of the work.
- 3.3 In respect of specific workforce development and training the following national frameworks provide guidance on safeguarding competencies. These include;
- a) Skills for Care, Common Induction Standards (standard 6) (June 2010);
  - b) Skills for Care, Meeting the Workforce Regulations, Advice on the Care Quality Commission's workforce specific outcomes" (Jan 13).
  - c) NHS Knowledge and Skills Framework
  - d) Association of Directors of Adult Social Services and Learn to Care Bournemouth University research "Towards a National Competency Framework for Safeguarding for Adults" (2010).
- 3.4 In addition there is a need to demonstrate to regulatory bodies for example Care Quality Commission, executive and non executive bodies, Local Councilors and the public that there is a well defined workforce development

framework and raising awareness about safeguarding adults at risk of harm is paramount.

3.5 The outcomes from Serious Case Reviews nationally across all partner agencies also clearly identify the benefits in having in place a Multi Agency Training Strategy for all levels of staff and for it to be consistently applied across all organisations.

3.6 The ERSAB has published a three year multi disciplinary strategy to protect adults from risk of harm and within the strategy there is an agreed vision and a number of strategic themes, that will focus the boards work within the East Riding.

### 3.7 Vision for Adult Safeguarding.

The East Riding of Yorkshire is a place where adults at risk of harm are able to live an independent life free from harm where:

- abuse is not tolerated
- everyone works together to prevent abuse
- services respond effectively when abuse is suspected or happens

3.8 The East Riding of Yorkshire Safeguarding Adults Board's; three year Multi Agency Safeguarding Strategy to Protect Adults at Risk from Harm (2013-2016) identifies four strategic themes:

- PREVENTION
- PROTECTION
- LEADERSHIP, ENGAGEMENT and PARTNERSHIP
- ACCOUNTABILITY and QUALITY ASSURANCE

3.9 This training strategy will ensure that anyone working within a partner organisation will be able to support the ERSAB in the delivery of its strategic vision for adult safeguarding.

#### **4 Key Principles in the delivery of this strategy.**

- 4.1 All East Riding Safeguarding Adults Board (ERSAB) partner agencies and organisations value the contribution their workforce make to the delivery of safe, effective, quality safeguarding services.
- 4.2 Members of the ERSAB recognise the importance of ensuring they have a workforce that is “fit for purpose” and that this is achieved by ensuring anyone working with or for them, are properly trained, qualified, supported and developed throughout their careers.
- 4.3 ERSAB partners are committed to adopt and embed this training strategy within their respective organisations and recognise this will require strong leadership and a commitment at a senior level to ensure effective delivery
- 4.4 Each partner agency on the ERSAB accepts it is responsible for producing its own safeguarding workforce development strategy.
- 4.5 Members of the ERSAB endorse and welcome the flexibility provided by the ‘outcomes based’ approach within this training strategy, whilst accepting the need for a minimum standard to be set by the board.
- 4.6 Commissioners of Health and Social Care Services are committed to ensuring, (through the procurement and contract monitoring and quality assurance processes), that adult safeguarding remains central and relevant to the functions undertaken by provider services.
- 4.7 Partners accept that this training strategy must be adequately resourced in terms of Trainers to facilitate learning opportunities, suitable training venues to deliver training events across the county and appropriate resources to provide assurance to the ERSAB in respect of quality and compliance.

4.8 ERSAB partners recognise the value of performance data in assuring the board that the necessary outcomes have been achieved within this strategy.

## 5. Implementation

5.1 The starting point in respect of implementation is for each partner organisation to identify into which staff group, different elements of its workforce fit (see appendix 1) and from there, assess the level of competence required for the role undertaken.

5.2 The framework set out at Appendices 2 to 6 will be seen as the minimum level of safeguarding competence required for each staff group identified within this strategy. To clarify, whilst staff groups A, B and C are cumulative, (in that competence should be demonstrated at the lower level before moving on to the higher levels), staff groups D and E stand alone and workplace competence is not expected at the lower levels, although an understanding of the key issues would help to inform strategic direction and decision making.

5.3 The ERSAB Training Coordinator will make available training materials sufficient to allow partner organisations to deliver the example training framework (Appendix 7) up to level 3. This framework when properly delivered will provide staff with the necessary knowledge and skills to be able to demonstrate workplace competence (against staff groups A & B within the competency framework outlined at Appendix 1. (Resources to meet the training needs for staff groups C, D and E will be the responsibility of an individuals own organisation).

5.4 Having achieved the minimum level of competence any additional safeguarding training and or development will be dependent on the individual person's ongoing workplace competence, and/or changing job role; however refresher training must be completed within three years.



- 5.5 There is nothing to prevent a partner organisation, should they wish, from developing training materials more relevant to their own organisations business. However new material must be mapped against the desired competence framework to ensure it is capable of achieving the necessary outcomes. The ERSAB Training Coordinator will perform this function and new material must be validated against the relevant standard prior to delivery.
- 5.6 To ensure a consistent message is delivered across all partner organisations the board manager and Training Coordinator will also provide a quality assurance and monitoring function in respect of the content of the training material used to deliver the outcomes within this strategy.
- 5.7 Individual organisations are responsible for providing an assurance framework in respect of the actual delivery of the training by their own trainers. However the ERSAB Training Coordinator will, if requested, assist partner organisations in establishing this process.
- 5.8 The boards Training Coordinator will offer guidance and support to staff within all partner organisations who deliver the training outlined within this training strategy; which includes the ERSAB's cascade trainers.
- 5.9 Each partner organisation will maintain a record of all staff attending safeguarding training which will include the name of the person, area of work and the date the training was attended. Individuals attending any training provided by the ERSAB Training Coordinator will supply similar information to that outlined above.
- 5.10 In order to measure the effectiveness of this training strategy and provide assurance to the ERSAB, each organisation will supply quarterly anonymous training data to the board as agreed within the boards performance framework.
- 5.11 Each organisation delivering safeguarding training outlined within the framework (Appendix 7) will nominate a lead person to attend a formal quarterly Training

Sub Group meeting chaired by the ERSAB Training Coordinator or the ERSAB Manager. This group will be overseen by the ERSAB Management Implementation Sub-group who will receive regular minutes and updates on progress.

- 5.12 The ERSAB Training Coordinator will attend and contribute to the boards Quality Assurance Sub-Group and will ensure training needs identified from this audit work are cascaded to trainers across all partner organisations. Should it be identified that the need is better addressed outside of the framework at appendix 7, the Training Coordinator will consider other alternatives to meet the identified need; e.g. a workshop style event.
- 5.13 At the discretion of the safeguarding adults board manager the board Training Coordinator may from time to time deliver bespoke training to address safeguarding training needs within small organisations and community/voluntary groups.
- 5.14 The board Training Coordinator will deliver or if needed, train staff from the larger providers to deliver internally, training to the Independent provider sector as agreed with the ERYC Business Management Service.
- 5.15 The ERSAB support function will provide the necessary administrative resource in respect of any training delivered by or on behalf of the board.
- 5.16 From time to time it may become necessary to commission specialised training from external source's, this will be procured by the most appropriate partner agency. A charge for attendance will be set for those attending who are not directly employed by the agency commissioning the training. In general there will be a charge per person to cover the external provider fee and associated room hire, however the commissioner has discretion to waiver charges if they see fit.

## **6 Funding**

- 6.1 The training support and quality assurance functions provided by the ERSAB Training Coordinator to statutory partners and community & voluntary organisations will be free at the point of delivery and funded from an allocation of the main board budget provided by contributing statutory partners.
- 6.2 The level of funding allocated to the training and development function will be recommended by the ERSAB manager and approved by the partners making a financial contribution to the board.
- 6.3 Training and support provided to none statutory Independent providers will be free at the point of delivery and funded on a full cost recovery basis from the East Riding of Yorkshire Council, Business Management Service.

## **7 REVIEW**

- 7.1 This strategy will be reviewed annually by the ERSAB Training Sub-group and proposed changes reported to the ERSAB Management Implementation Group for agreement.
- 7.2 The strategy may also be reviewed following significant changes to local or national policy, procedures or guidance.

Safeguarding Adults Board competency framework.Staff Groups

Staff Group A	Examples
<p>Members of this group have a general responsibility to contribute to safeguarding adults at risk of harm.</p>	<p><u>Public facing</u> staff but not limited to:</p> <ul style="list-style-type: none"> <li>• Drivers, other transport staff</li> <li>• Clerical and admin staff</li> <li>• Domestic and ancillary staff</li> <li>• Health and Safety Officers</li> <li>• Housing officers</li> <li>• Leisure &amp; recreation staff</li> <li>• Elected members</li> <li>• Volunteers</li> </ul>
Staff Group B	Examples
<p>This group has professional and organisational responsibility for safeguarding adults at risk of harm. They may have regular day to day contact with adults at risk of harm and or they have to be able to act on concerns of others and contribute appropriately to local and national policies, legislation and procedures.</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>• Social workers within adult service provision/any setting</li> <li>• Nurses</li> <li>• Police Officers</li> <li>• Police Community Support Officers</li> <li>• Support staff in health and social care settings</li> <li>• Care Coordinators</li> <li>• Care staff within residential and day service provision</li> <li>• Integrated team managers</li> <li>• Health and Social Care provider service managers.</li> </ul>

Staff Group C	Examples
<p>This group has significant responsibility in contributing to or undertaking safeguarding investigations which may from time to time include criminal investigations working with the police. They will regularly work within a multi-disciplinary or inter/multi-agency context.</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>• Police officers,</li> <li>• Social workers</li> <li>• Nursing staff</li> </ul> <p>Working in specialist adult safeguarding teams or responsible for undertaking specialist adult safeguarding investigations on behalf of their organisation.</p>
Staff Group D	Examples
<p>Strategic Manager.:</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>• Service Managers, Independent Chair, Operations Managers, Head of Assessment and Care Management etc.</li> </ul>
Staff Group E	Examples
<p>Executive Officers</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> <li>• Executive and Senior Managers, Chief Executive, Owner/Manager, Head of Service and above.</li> </ul>

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**Staff group A: Competence at Foundation level. (Level 1.)**

<b>Competence</b>	<b>Suggested evidence must be relevant and proportionate to the role undertaken</b>	<b>Achieved by:</b>
<p><b>1.</b></p> <p>Understand what Safeguarding is and their role in Safeguarding Adults</p>	<ul style="list-style-type: none"> <li>• Show awareness of their role in identifying and reporting concerns regarding adult abuse</li> <li>• Show understanding of their organisations policy and procedures</li> <li>• Have knowledge of local authority role</li> <li>• Treat reports seriously</li> <li>• Understand limits to confidentiality</li> <li>• Be aware of where to get information and advice about their role and responsibilities in preventing and protecting individuals from harm and abuse</li> </ul>	<p>Class room face to face training</p> <p>E-learning</p> <p>Learning workbook</p> <p>Workplace observation</p> <p>Supervision</p>
<p><b>2.</b></p> <p>Recognise an adult potentially in need of Safeguarding and take action</p>	<ul style="list-style-type: none"> <li>• Has an understanding of the meaning of ‘Adult at Risk of harm’ as defined in relevant policy guidance.</li> <li>• Understands what constitutes ‘abuse’</li> <li>• Know the different forms of abuse and how to recognise indicators / signs of them</li> <li>• Awareness of the factors that might increase risk of abuse</li> <li>• Be able to report concerns to someone above them or outside their agency</li> <li>• Know what you must do if an individual discloses that they are being harmed or abused</li> <li>• Contact emergency services if the individual is in immediate danger or other people are at immediate risk</li> </ul>	<p>Class room face to face training</p> <p>E-learning</p> <p>Learning workbook</p> <p>Workplace observation</p> <p>Supervision</p>

Competence	Suggested evidence must be <b>relevant and proportionate</b> to the role undertaken	Achieved by:
<p><b>3.</b> Understanding the procedures for making a 'Safeguarding Alert/Referral'</p>	<ul style="list-style-type: none"> <li>• Knows whereabouts of own employer's safeguarding adults policy and procedures and their role within it, is aware of the East Riding Safeguarding Adults Board Integrated Multi Agency Procedures</li> <li>• Works to local and national guidance in Safeguarding</li> <li>• Know how to make an alert/referral</li> <li>• Know who they should contact</li> <li>• Work in manner that seeks to reduce the risk of Abuse</li> </ul>	<p>Class room face to face training</p> <p>E-learning</p> <p>Learning workbook</p> <p>Workplace observation</p> <p>Supervision</p>
<p><b>4.</b> Understand dignity and respect when working with individuals</p>	<ul style="list-style-type: none"> <li>• Value individuality and be non-judgmental</li> <li>• Recognise the individuals right to exercise freedom of choice and live in an abuse free environment</li> <li>• Be aware of how your values and attitude influence your understanding of the situation</li> <li>• Listen to individuals and allow individuals time to communicate any preferences and wishes</li> </ul>	<p>Class room face to face training</p> <p>E-learning</p> <p>Learning workbook</p> <p>Workplace observation</p> <p>Supervision</p>
<p><b>5.</b> Have knowledge of policy, procedures and legislation that supports the Safeguarding of Adults at Risk of Harm</p>	<ul style="list-style-type: none"> <li>• Demonstrates an appropriate level of knowledge (relevant to role) in respect of national and local policies/legislation that supports Safeguarding activity e.g.</li> <li>• Mental Capacity Act 2005</li> <li>• Department of Health No Secrets 2000</li> <li>• Human Rights Act 1998</li> <li>• Understand how to 'whistleblow' using related policies and procedures</li> </ul>	<p>Class room face to face training</p> <p>E-learning</p> <p>Learning workbook</p> <p>Workplace observation</p> <p>Supervision</p> <p>MCA Training (If appropriate to role)</p>

**Staff group B: Competence at Intermediate & Advanced level,  
(dependant on role) Level 2 & 3**

Competence	Suggested evidence must be <b>relevant and proportionate</b> to the role undertaken	Achieved by:
<p><b>1.</b> Prior learning and experience</p>	<p>All of the evidence listed in the Foundation Level 1 is relevant to this staff group and must be demonstrated thoroughly</p>	<p>Class room face to face training</p> <p>E-learning Learning workbook</p> <p>Workplace observation</p> <p>Supervision</p>
<p><b>2.</b> Demonstrates skills and knowledge to contribute effectively to the Safeguarding process</p>	<ul style="list-style-type: none"> <li>• Respond to alerts in a timely manner and where appropriate adhere to timescales</li> <li>• Know how to ensure the individual is safe when the risk of abuse is high</li> <li>• Identify and reduce potential and actual risks after disclosure or an allegation has been made</li> <li>• Attend and contribute to investigations, meetings and information sharing</li> <li>• Develop protective strategies for those who decline services</li> <li>• Has awareness of and confidence to use 'whistle blowing' policy and procedures when required</li> <li>• Be aware and challenge if necessary organisational cultures that may lead to poor practice in Safeguarding</li> </ul>	<p>Intermediate Level 2 or</p> <p>Advanced Level 3 Training, (dependent on role)</p> <p>Workplace observation</p> <p>Supervision</p>



Competence	Suggested evidence must be <b>relevant and proportionate</b> to the role undertaken	Achieved by:
<p><b>3.</b> Knowledge of the Mental Capacity Act 2005</p>	<ul style="list-style-type: none"> <li>• What is mental capacity</li> <li>• Assess mental capacity</li> <li>• The five key principles of Mental Capacity Act (2005)</li> <li>• Best interest/decision making</li> <li>• Has an understanding of what might constitute restraint and restrictions</li> <li>• The use of Independent Mental Capacity Advocates, lasting powers of attorney office of public guardian, court of protection</li> <li>• Advanced decisions</li> <li>• Deprivation of liberty safeguards</li> </ul>	<p>Intermediate Level 2 or Advanced Level 3 Training (dependent on role)  (Specialist Mental Capacity Act Training  Workplace observation  Supervision</p>
<p><b>4.</b> Ensure service users /carers are supported</p>	<ul style="list-style-type: none"> <li>• Help service users to become 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.</li> <li>• Be aware of how the likelihood of abuse can be reduced by: <ul style="list-style-type: none"> <li>a) working with person-centred values</li> <li>b) putting people in control</li> <li>c) managing risk</li> <li>d) focusing on prevention</li> </ul> </li> <li>• Recognise service users' rights to freedom of choice</li> <li>• Show understanding of how abuse may affect individuals' decision making processes e.g. domestic violence</li> <li>• Provide written and verbal information on local Safeguarding Adult processes and how they can be accessed by service users and carers</li> </ul>	<p>Intermediate Level 2 or Advanced Level 3 Training (dependent on role)  Workplace observation  Supervision</p>

Competence	Suggested evidence must be <b>relevant and proportionate</b> to the role undertaken	Achieved by:
	<ul style="list-style-type: none"> <li>• Understand how policy / legislation can have the potential to be used oppressively e.g. Mental Capacity Act, Best Interest Decisions may conflict with Human Rights (Article 3)</li> <li>• Describe the potential impact of abuse on adults at risk of harm, the staff or individuals who are alleged to have committed abuse and the informal carer who may have raised the alarm</li> <li>• Recognise perpetrators of abuse may be vulnerable themselves and require support</li> <li>• Actively engage with individuals who decline services and/or engage support of others to achieve this</li> </ul>	
<p><b>5.</b> Understands the importance of evidence following a safeguarding alert/referral</p>	<ul style="list-style-type: none"> <li>• Understands the basic principles of preserving evidence and what to do following a referral</li> </ul>	<p>Intermediate Level 2 or Advanced Level 3 Training (dependent on role)</p> <p>Workplace observation Supervision</p>
<p><b>6.</b> Understand when to use emergency systems to safeguard adults</p>	<ul style="list-style-type: none"> <li>• Use emergency services when necessary e.g. call for an ambulance and/ or police intervention</li> <li>• Contact out of hours service</li> </ul>	<p>Intermediate Level 2 or Advanced Level 3 Training (dependent on role)</p> <p>Workplace observation Supervision</p>

<b>Competence</b>	Suggested evidence must be <b>relevant and proportionate</b> to the role undertaken	<b>Achieved by:</b>
<b>7.</b> Maintain accurate, complete and up-to-date records	<ul style="list-style-type: none"> <li>• Evidence of accurate record keeping</li> <li>• Evidence of protection planning</li> <li>• Evidence of report writing</li> <li>• Evidence of information sharing</li> <li>• Understands issues of confidentiality and data protection</li> <li>• Understands how to preserve documentary evidence</li> </ul>	Intermediate Level 2 or Advanced Level 3 Training (dependent on role)  Workplace observation Supervision
<b>Advanced Level 3:</b> <b>Staff with management responsibilities should also be able to evidence:</b>		
<b>8.</b> Record keeping and management of record systems is robust and fit for purpose	<ul style="list-style-type: none"> <li>• Evidence of collation and monitoring of 'Safeguarding Alerts' within your service through observation and discussion. Evidence of information sharing</li> <li>• Evidence of risk assessments and management</li> <li>• Implement audit and inspection regimes</li> <li>• Be aware of the importance of a clear complaints procedure for reducing the likelihood of abuse</li> </ul>	Advanced Training  Workplace observation  Supervision  Continuous Professional Development
<b>9.</b> Demonstrates skills and knowledge to contribute effectively to the safeguarding process	<ul style="list-style-type: none"> <li>• Respond to alerts/referrals in a timely manner</li> <li>• Describe when emergency protection plans may be required</li> <li>• Use legislation where immediate action may be required e.g. Section 4 of the Mental Health Act 1983 or urgent authorisation under Deprivation of Liberty safeguards (Mental Capacity Act 2005)</li> <li>• Understands their role in the Disclosure and Barring Service</li> <li>• Describe the purpose of a Safeguarding case conference, and how to contribute to this and any subsequent protection plan</li> </ul>	Advanced Training  Workplace observation  Supervision  Continuous Professional Development

## Appendix 4

### Staff Group C: Competence in Safeguarding Investigations

(Training for staff within this specialist group will fall outside of the main ERSAB training framework (Appendix 3) and should be commissioned in partnership by the agencies undertaking this specialist area of work. However the ERSAB have agreed the minimum level of competency that staff need to attain in order to be able to work in this area safely and effectively).

Competence	Suggested evidence must be <b>relevant and proportionate</b> to the role undertaken	Achieved by
<p><b>1.</b> Prior learning and Experience</p>	<ul style="list-style-type: none"> <li>All of the evidence listed in the foundation, Intermediate &amp; Advanced levels is relevant to this staff group and must be demonstrated thoroughly.</li> </ul>	<p>Training Workplace observation Supervision Continuous Professional Development</p>
<p><b>2</b> Can apply a range of local and national policy and procedural frameworks and safeguarding knowledge when undertaking safeguarding investigations and supporting activity.</p>	<ul style="list-style-type: none"> <li>Show critical understanding on the levels, thresholds or pathways of investigating in response to a 'Safeguarding referral' and the requirements of gathering initial information</li> <li>Practice effective multi-agency partnership working e.g. describe the purpose of a strategy meeting or discussion and how to contribute to this and any subsequent investigation plan</li> <li>Contribute to Case Conference</li> <li>Use of appropriate forms and recording systems</li> <li>Understands differences between civil and criminal law and the relevant burdens of proof</li> <li>Know what legislation / policy informed a specific piece of work and why. <b>Including but not limited to:</b> <ul style="list-style-type: none"> <li>➤ Mental Capacity Act 2005 (Section 44)</li> <li>➤ Deprivation of Liberty Safeguards (DOLS)</li> </ul> </li> </ul>	<p>Specialist Training  Investigator Training  Achieving Best Evidence Training  Joint Investigation Training  Workplace observation  Supervision</p>

	<ul style="list-style-type: none"> <li>➤ Human Rights Acts 1998</li> <li>➤ Sexual Offences Act 2003</li> <li>➤ Police and Criminal Evidence Act 1984</li> <li>➤ Criminal Procedures and Investigation Act 1996</li> <li>➤ The Youth Justice and Criminal Evidence Act 1999 (YJCEA)</li> <li>➤ Theft Act 1968</li> <li>➤ Fraud Act 2006 (Section 4)</li> <li>➤ Care Standards Act 2000 (Section 23)</li> <li>➤ Court Protection MCA (Section 15)</li> <li>➤ Disclosure &amp; Barring Service</li> <li>➤ Multi-Agency Public Protection Arrangements (MAPPA)</li> <li>➤ Multi-Agency Risk Assessment Conference (MARAC)</li> </ul>	
<p><b>3.</b> Demonstrate required level of skills and knowledge to undertake a Safeguarding Adults investigation</p>	<ul style="list-style-type: none"> <li>• Show thorough knowledge and application of purpose, duties, tasks involved in safeguarding investigations</li> <li>• Plan and carry out agreed strategy to protect an adult from abuse during and following investigation</li> <li>• Understand the different roles and responsibilities of the different agencies involved in investigating allegations of abuse.</li> <li>• Evidence of contemporary case recordings</li> <li>• Show a comprehensive and detailed knowledge of gathering, evaluating and preserving evidence</li> <li>• Understands states of mind i.e. intent, recklessness, willfully, dishonestly</li> <li>• Understands and able to communicate using, open questioning and knows the limitations of closed and leading questions</li> </ul>	<p>Specialist Training</p> <p>Investigator Training</p> <p>ABE Training</p> <p>Joint Investigation Training</p> <p>Workplace observation</p> <p>Supervision</p>

**Staff Group D: Competence at: Strategic Management and Leadership of Safeguarding Services.**

Competence	Suggested evidence must be <b>relevant and proportionate</b> to the role undertaken	Achieved by:
<p><b>1.</b> Prior learning and Experience</p>	<ul style="list-style-type: none"> <li>It is important that managers working at this level have an awareness and some understanding of the evidence listed in the foundation and intermediate levels (1 and 2) sufficient to allow them to meet the criteria listed below.</li> </ul>	<p>Training</p> <p>Continuous Professional Development</p> <p>Supervision</p>
<p><b>2.</b> Actively engage in supporting a positive multi-agency approach to Safeguarding Adults</p>	<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>Show awareness of updated protocols and follow/implement them</li> <li>Demonstrate application of learning from Care Quality Commission inspections and Serious Case Reviews in service development</li> <li>Show how multi-agency prevention strategies are being developed and used in practice</li> <li>Challenge poor practice at a inter-disciplinary and inter-agency level</li> </ul>	<p>Training</p> <p>Continuous Professional Development</p> <p>Supervision</p>
<p><b>3</b> Support the development of robust internal systems to provide consistent, high quality Safeguarding Adults service</p>	<ul style="list-style-type: none"> <li>Demonstrate a clear understanding of national policy and procedures and how these relate to the development and application of local Integrated Safeguarding policy and procedures in a multi-agency context</li> <li>Carry out effective monitoring and auditing</li> <li>Demonstrate effective training and CPD activity is commissioned to support the development of Safeguarding Adult services</li> </ul>	<p>Training</p> <p>Continuous Professional Development</p>

Competence	Suggested evidence must be <b>relevant and proportionate</b> to the role undertaken	Achieved by:
	<ul style="list-style-type: none"> <li>• Ensure necessary policy and procedures are in place to support supervisory practice.</li> <li>• Ensure supervision is carried out regularly to support Safeguarding activity</li> <li>• Ensure supervisors are suitably trained to carry out the supervisory role</li> <li>• Support 'whistleblowing' policy and procedures</li> <li>• Monitor Safeguarding systems</li> <li>• Ensure workforce has necessary skills and knowledge to work effectively</li> </ul> <p>Ensure effective training, policy and procedures are in place to support effective risk and decision making in practice</p>	
<p><b>4.</b> Develop and maintain systems to ensure the involvement of those who use your services in the evaluation and development of your Safeguarding Adults provision</p>	<ul style="list-style-type: none"> <li>• Ensure 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</li> <li>• Provide evidence of how patients, service users, carers and customers are involved in Safeguarding activity</li> </ul>	<p>Training</p> <p>Continuous Professional Development</p>
<p><b>5.</b> Chair Safeguarding Adults meetings or discussions</p>	<ul style="list-style-type: none"> <li>• In line with local policy and procedures chair strategy meetings where it is deemed a senior manager is most appropriate e.g. large scale inquiries or sexual offences</li> </ul>	<p>Training</p> <p>Continuous Professional Development</p>

Competence	Suggested evidence must be <b>relevant and proportionate</b> to the role undertaken	Achieved by:
<p><b>6.</b></p> <p>Ensure record systems are robust and fit for purpose</p>	<ul style="list-style-type: none"> <li>• Implement audit and inspection regimes</li> <li>• Can demonstrate established systems to support good practice e.g. maintaining records, protection plan monitoring and time management e.g. investigators report</li> <li>• Ensure appropriate record keeping of Safeguarding adults meetings e.g. minute taking</li> </ul>	<p>Training</p> <p>Continuous Professional Development</p> <p>Supervision</p>

THIS STRATEGY IS CURRENTLY UNDER REVIEW



**Staff Group E: Competence at: Executive Management and Leadership of Safeguarding Services.**

Competence	Suggested evidence must be <b>relevant and proportionate</b> to the role undertaken	Achieved by
<p><b>1.</b> Underpinning knowledge</p>	<ul style="list-style-type: none"> <li>• It is important that executive managers have an awareness of the broad national landscape within this area of business and have systems in place to keep them abreast of developing national issues</li> </ul>	<p>Training</p> <p>Continuous Professional Development</p>
<p><b>2.</b> Lead the development of effective policy and procedures for Safeguarding Adult services in your organisation</p>	<ul style="list-style-type: none"> <li>• Have strategic understanding of the scope of Safeguarding services across the whole organisation</li> <li>• Provide leadership for the workforce stating clear aims and objectives in Safeguarding Adults</li> <li>• Work with partner agencies to develop a consistent intra and inter agency approach to Safeguarding Adults</li> <li>• Work in partnership with a range of agencies to promote Safeguarding adult services</li> <li>• Ensure contractual arrangements with service providers adhere to Safeguarding Adults policy and procedures</li> <li>• Can effectively communicate a proactive approach to Safeguarding Adults within your organisation</li> <li>• Be able to account for your organisations practice</li> <li>• Ensure 'whistleblowing' systems are in place</li> </ul>	<p>Training</p> <p>Continuous Professional Development</p>

<b>Competence</b>	<b>Suggested evidence must be relevant and proportionate to the role undertaken</b>	<b>Achieved by</b>
<p><b>3.</b> Ensure plans and targets for 'Safeguarding Adults' are embedded at a strategic level across your organisation</p>	<ul style="list-style-type: none"> <li>• Ensure internal audit systems are robust</li> <li>• Actively engage in and have comprehensive knowledge of Care Quality Commission inspections and findings effecting your organisation and how these will be implemented to support service development in your organisation</li> <li>• Be aware of the findings from serious Case Reviews and any implication for service delivery in respect of Safeguarding adults in your organisation</li> </ul>	<p>Continuous Professional Development</p>
<p><b>4.</b> Promote awareness of Safeguarding adults systems within your organisation and outside of your organisation</p>	<ul style="list-style-type: none"> <li>• Publicise and promote Safeguarding policy and procedures</li> <li>• Can identify systems and structures in place used to raise awareness of Safeguarding Adults at a local and national level</li> </ul>	<p>Continuous Professional Development</p>

THIS STRATEGY IS C

## EAST RIDING SAFEGUARDING ADULTS TRAINING PATHWAY

### Level 1 - Foundation Programme

**Target Group:** (a) anyone advocating, supporting, caring or working with an adult at risk of harm or  
(b) public facing staff who may come into contact with an adult risk of harm.

**Course Level:** you will need to evidence this level of training has been completed prior to attending any of the training programmes below. You have various options:

Option 1: attend Face-to-Face training at venues across the East Riding.

Option 2: attend In-House training provided by a cascade trainer delivering Level 1 on behalf of the board.

Option 3: access the Workbook through our website or through your manager

Option 4: access Single Agency training delivered specifically for your organisation.



### Level 2 - Intermediate Programme

**Target Group:** (a) as above but with no managerial responsibility (access via Option 1)

(We recommend attendance as soon as possible following Level 1)

### Level 3 - Advanced Programme

**Target Group:** (a) as above but with managerial responsibility (access via Option 1)

(We recommend attendance as soon as possible following Level 1)

### Level 4 – Cascade Programme (2 days)

**Target Group:** (a) as above (must be in a position to deliver in house training)

**Course Level:** Must be confident when speaking in front of people  
Knowledgeable about adult abuse and practice issues  
Committed to delivering Level 1 training on a regular basis



### Level 5 – Multi Agency Core Trainer (Individual induction programme)

**Target Group:** as above (must be in a position to deliver multi agency training minimum six times a year)

**Course Level:** As above; with enhanced teaching/mentoring skills & experience