Introduction

This learning framework incorporates national standards; supports local strategic aims and promotes the need for cultural change for agencies who support adults at risk. It applies to **all** organisations, professionals and staff in Somerset who **do not** work to the "Adult Safeguarding: Roles and Competencies for Health Care Staff" Intercollegiate Document published by the Royal College of Nursing.

The learning opportunities outlined are based upon minimum standards and what outcomes specific groups of staff should be capable of achieving. The levels of competence those groups of staff should hold remains the responsibility of each organisation to measure with their own performance management and compliance processes. The framework profiles five groups of staff who may have different levels of responsibility to safeguard adults. The lists of job roles within each group provided below is not exhaustive or exclusive to those suggested. Each grouping is a guide and some roles may overlap, and each organisation therefore needs to identify the necessary capability that staff may require in their organisation.

Staff group 1	Members of this group have a responsibility to contribute to safeguarding adults, but do not have specific organisational responsibility or statutory authority to intervene. Including, but not limited to: All support staff, drivers, admin staff, HR staff, Domestic and Ancillary staff, volunteer befrienders, leaving care workers, health and safety leads and call centre staff.
Staff group 2	This group have considerable professional and organisational responsibility for safeguarding adults. They have to be able to act on concerns and contribute appropriately to local and national policies, legislation and procedures. This group needs to work within multiagency contexts. This group is divided into two sections 2A and 2B, as there is a wide differentiation of roles in this sector. Including, but not limited to: Adult social care workers, home carers and providers, frontline managers, residential care staff, police, probation, prison staff etc.
Staff group 3	This group is responsible for ensuring the management and delivery of safeguarding adult services is effective and efficient. In addition, they will have oversight of the development of systems, policies and procedures within their organisation to facilitate good working partnerships with allied agencies to ensure consistency in approach and quality of service. Including, but not limited to: Operational managers, service managers, registered managers.
Staff group 4	This group is responsible in ensuring their organisation is fully committed to safeguarding adults at all levels, and have in place appropriate systems and resources to support this work in an intra and inter agency context. Including, but not limited to: Safeguarding adults board members, safeguarding adult leads, senior managers with responsibility and/or accountability for managing the organisations safeguarding functions.
Staff group 5	This group is responsible for the overall management of the organisation and/or its governance. Including, but not limited to: Executive and non-executive directors, chief executive officers, elected members, trustees etc.

The Framework

Staff Group	Competency	Examples of potential evidence	Opportunities for Learning
Staff Group 1 *Awareness Level* All staff (**including volunteers**) Irrespective of role everyone has a responsibility to contribute to safeguarding adults. Staff in Group 1 may come into contact with adults but do not have specific organisational responsibility or statutory authority to intervene.	1. Know what adult safeguarding is. 2. Recognise signs that an adult may be in need of safeguarding **and** take relevant action. 3. Understand dignity and respect, and cultural diversity when working with individuals. 4. Understand the local process for raising a safeguarding concern. 5. Know about local and organisational policy, procedures and legislation around safeguarding adults relevant to the role. 6. Ensure effective administration and quality of safeguarding processes.	• Able to describe possible signs and indicators of abuse or neglect. • Able to name categories of abuse. • Able to explain how to handle a disclosure of abuse. • Able to explain what they should do if they are worried, and who they should tell. • Able to explain what to do if the named person isn't available. • Able to describe boundaries of confidentiality and how information can be appropriately shared. • Able to demonstrate an awareness of key legislation relating to adult safeguarding. • Able to locate safeguarding policies relevant to their role. • Able to record clearly their concerns and know the correct paperwork to use. • Able to explain the process of reporting a colleague or their organisation if they are worried about practice.	This learning can be provided via eLearning or face to face training, and should be covered as part of induction for **everyone**. Organisations should consider how often refresher opportunities are available, and what form this should take but should be able to demonstrate that staff and volunteers have up to date knowledge. **Resources** E-Learning – including: • SCIE

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Staff Group 2A *Responder Level* In addition to the duties above this group are also: Includes staff who are in regular direct contact with people who may be an 'adult at risk' and who may need to raise a safeguarding concern and/or complete a safeguarding adults referral form	**All competencies for Staff Group 1 *plus*:** 1. Demonstrate skills and knowledge to contribute effectively to the safeguarding process 2. Awareness and application of a range of local and national policy and procedural frameworks when undertaking safeguarding activity 3. Ensure people who use services and/or carers are supported appropriately to understand safeguarding issues to maximise their decision making 4. Understand dignity and respect and cultural diversity when working with individuals 5. Maintain accurate, complete and up to date records and achieve best evidence.	• Able to respond to concerns raised in a timely manner • Able to follow local pathways and referral processes • Able to locate referral information, telephone numbers, forms. • Able to demonstrate knowledge of key legislation relating to adult safeguarding. • Able to maintain accurate, timely records • Able to work with service users to ensure they are fully aware of all the options available to them. • Able to develop protective strategies for those who have capacity and decline services • Able to confidently use whistle blowing procedures when needed. As Safeguarding Adults Referrer for their organisation: • Understand their responsibilities as a referrer when a concern is raised with you or you have become aware that abuse or neglect of an adult at risk has occurred, or is suspected • Understand potential decisions which may result from the work they undertake as nominated referrer	At this stage training should be face to face and can be single agency or multi agency training. Training should take place as soon as awareness level training is complete (above) Organisations should consider how often refresher opportunities are available and what form this should take, but should be able to demonstrate that staff have up to date knowledge and skills. Employers should ensure the package used meets the competencies required for Staff group B1 **This staff group and above should have an awareness of Child Protection arrangements in order to take a 'Think Family' approach.**

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Staff Group 2B *Responders & Specialist Practitioner Level* In addition to Group 1 and 2A, this group have the responsibility for making decisions for concerns raised. They will hold key roles within safeguarding adults, in particular Section 42 enquiries within the Care Act.	**All competencies for Staff Groups 1 and 2A** *plus*: 1. Ensure that information is shared appropriately, and all relevant partners involved 2. Demonstrate appropriate responses to safeguarding adult concerns 3. Manage safeguarding adult concerns and enquiries 4. Ensure that dignity and respect and cultural diversity are embedded in work with individuals 5. Clear understanding of relevant legislation, policies, procedures and local processes	• Able to confidently contribute to meetings, enquiries and share information appropriately • Able to identify and reduce any potential & actual risks following disclosure, concern or allegation • Able to understand the pathways in response to a referral and the requirements of gathering information • Able to explain policy and legislation to support preventative strategies • Show understanding of organisational cultures and challenge those that may lead to poor practice in safeguarding • Show understanding of how abuse may affect decision making processes e.g. domestic violence and modern slavery • Able to provide information on local and national groups that may be able to provide support e.g. victim support, IMCA services and safeguarding advocates • Able to provide written and verbal information on local safeguarding adult processes and how they can be accessed by service users and carers at any time. • Able to demonstrate awareness of the potential impact of abuse on all parties involved. • Recognise the rights of people who use services to freedom of choice	At this stage training must be face to face and can be single agency or multi agency training. Consideration should be given to the benefits of multi-agency training in building multi agency working relationships and understanding. Organisations should consider how often refresher opportunities are available and what form this should take, but should be able to demonstrate that staff have up to date knowledge and skills.

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Staff Group 3 *Decision Makers Level* In addition to group 1 and 2 this group is responsible for ensuring that the management and delivery of safeguarding adult services is effective and efficient. They will have oversight of the development of systems, policies and procedures in accordance with national, local and organisational policies and procedures	**All competencies for Staff Groups 1 and 2 *plus*:** 1. The provision of training and supervision to develop and promote adult safeguarding 2. Robust Inter agency and multiagency systems to promote best practice 3. Support the development of robust internal systems to provide consistent, high quality safeguarding adults service that promotes dignity, respect and cultural diversity 4. Chair safeguarding adults' meetings or discussions 5. Ensure record systems are robust and fit for purpose	• Able to demonstrate an understanding of the different roles and responsibilities of all agencies involved in investigations and ensure these are met • Awareness of up to date protocols and able to implement them • Able to challenge poor practice at an intra and inter agency level Ensure effective supervision policy and practice in place • Ensure regular supervision being provided • Support whistle blowing policy and procedures • Monitor and audit safeguarding systems to ensure accuracy and consistency across safeguarding records and implement learning from audits • Demonstrate that systems are established to support good practice • Ensure appropriate record keeping of safeguarding meetings e.g. Minute taking. • Able to chair meetings in line with local policy / procedures • Ensuring all staff are kept up to date with training and development opportunities in line with their role and responsibilities	At this stage training must be face to face and can be single agency or multi agency training. Consideration should be given to the benefits of multi-agency training in building multi agency working relationships and understanding. This staff group will need to access training and conferences on a wide range of themes including: • Domestic Abuse & Coercive Control • Modern Slavery • Self-Neglect • Mental Capacity Act • Managing and Preventing Organisational Abuse

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Staff Group 4 *Organisational Leaders* In addition to groups 1, 2 and 3 this group is also responsible for strategic leadership, policy and planning of services for adults at risk.	**All competencies for Staff Groups 1, 2 and 3 *plus*:** 1. Lead the development of effective policy and procedures for safeguarding adult services in your organisation 2. Ensure plans and targets for safeguarding adults are embedded at a strategic level across your organisation 3. Develop and maintain systems to ensure the involvement of those who use your services in the evaluation and development of your safeguarding adults services. 4. Promote awareness of safeguarding adults systems within and outside of your organisation	• Work with partner agencies to develop a consistent approach to safeguarding • Strategic understanding of the scope of safeguarding services • Provide leadership for the workforce stating clear aims and objectives in safeguarding adults • Ensure contractual arrangements with service providers adhere to policy and procedures • Communicate effectively a pro-active approach to safeguarding. Ensure written and verbal information on local safeguarding adult processes are available to service users and carers at any time. • Able to account for your organisations practice and ensure whistle blowing procedures are in place. • Ensure internal audit systems are robust • Actively engage in, and have an understanding of, CQC inspections and prevention strategies that are being developed and used in practice. • Commission effective training and CPD to support development & ensure workforce is appropriately trained • Ensure policy & practice are in place to support effective risk and decision making in practice • Implement audit and inspection regimes	Staff group 4 should ensure they have confidence in practice for all of the training themes and courses for staff groups 1, 2 and 3 Attendance at refresher training, conferences and other learning events should form part of modelling good practice to colleagues and ensuring confidence with new and existing processes. Professional Development is wider than attending events and should encompass a wide range of learning opportunities

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Staff Group 5 *Organisational Leaders without a direct reasonability/ accountability for safeguarding functions* Irrespective of role everyone has a responsibility to contribute to safeguarding adults. Staff in Group 5 are responsible for the governance of the organisation its compliance with good safeguarding practice, although unlike group 4 they do not have a direct responsibility and/or accountability for this function and may not be employees of the organisation (for example trustees).	1. Know what adult safeguarding is. 2. Recognise, seek assurance of and where appropriate act on the organisations responsibilities to ensure adults are appropriately safeguarded 3. Understand the organisations need to ensure dignity and respect, and cultural diversity when working with individuals. 4. Understand the local process for raising a safeguarding concern. 5. Know about local and organisational policy, procedures and legislation around safeguarding adults. 6. Ensure effective governance and quality of safeguarding processes. 7. Ensure that any concerns that are raised about the organisations approach to adult safeguarding are addressed transparently	• Able to describe the organisations responsibilities for safeguarding adults • Proactively seeks appropriate assurance that the organisation is meeting its responsibilities. • Able to describe possible signs and indicators of abuse or neglect. • Able to name categories of abuse. • Able to explain how to appropriately act on a disclosure of abuse. • Able to describe boundaries of confidentiality and how information can be appropriately shared. • Able to locate organisational safeguarding policies. • Able to describe how the organisation would respond appropriately to a concern about safeguarding practice, including but not limited to those raised as a result of 'Whistleblowing'	This learning should be provided by a mixture of eLearning and bespoke face to face learning that gives individual a chance to explore scenarios that the organisation might encounter, and should be covered as part of every individual's induction. Organisations should consider how often refresher opportunities are available, and what form this should take but should be able to demonstrate that individuals have up to date knowledge. **Resources** E-Learning – including: • SCIE