



LSCB Safeguarding Children and Young People: Roles and Competencies

For the purpose of this document a 'child' refers to all children and young people (YP) up to the age of 18.

Introduction

Working Together to Safeguard Children (2015) states that 'employers are responsible for ensuring that their staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and creating an environment where staff feel able to raise concerns and feel supported in their safeguarding role'

This framework provides employers and employees with a benchmark for the minimum standard of competence as set out in 'Safeguarding children and young people: roles and competencies (2014)' as highlighted in Working Together to Safeguard Children and Keeping Children Safe in Education (2016).

Identifying the level for staff

Managers/supervisors should use the table below to align staff to a level based on their contact with children on a daily basis and then agree which of the competencies are required to ensure they are competent in their safeguarding role. E.g. It is expected that staff who are identified as experienced are already competent in the subject matter of the basic and intermediate levels and if not they would need to work through the levels to be fully competent/compliant with the framework.

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| Introduction/Basic Awareness | All staff |
| Intermediate | All staff who have any contact with children young people and/or parents |
| Experienced | All staff working with children & young people & their parents/carers and who could potentially contribute to assessing, planning, intervening and evaluating the needs of a child or young person and parenting capacity where there are safeguarding/child protection concerns |
| Advanced | Specialist Roles-those members of the workforce who have specific safeguarding roles e.g. Designated Safeguarding Lead |
| Strategic | Senior managers responsible for the strategic management of services or Board members from your agency or equivalent role Operational managers who do not have specific safeguarding responsibilities |



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Assessing competence

As indicated in the levels assessment can be a mix of direct observation of practice, discussion and questioning or as part of appraisal/supervision meetings. It can be used to identify any gaps in skills and knowledge and support management of performance.

Supporting development

This can be by formal training and development opportunities or as part of team discussion, coaching, mentoring opportunities or working with other more experienced colleagues. It will be through discussion with your manager/designated person or whoever is to carry out the assessment to agree which level and which competencies are required for you to complete your role competently.



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| Introduction/Basic Awareness: | | | |
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| All staff | | | |
| Competency | Examples of supportive evidence (This can be achieved through practice, training, observation, appraisal, discussion) | Date achieved | Manager Signature |
| Recognition of the potential indicators of child maltreatment know how to recognise the categories of abuse | <p>Knowledge and understanding of child maltreatment in its different forms and the impact it can have on a child</p> <p>Know the risks associated with the internet and online social networking</p> <p>Know what the term 'Looked After Child' means</p> | | |
| Know what to do if concerned a child is being abused and who to report to and seek advice from. | <p>Demonstrates an understanding of appropriate referral mechanisms and information sharing i.e. who to contact, where to access advice and how to report</p> <p>Knowledge of how to access local safeguarding policies and procedures</p> <p>Know about the importance of information sharing (including consequence of not doing so)</p> <p>Willingness to listen to children and YP and act on issues and concerns</p> | | |
| Recognition of the impact of a parent/carers physical and mental health on the wellbeing of a child | Demonstrates a knowledge and understanding of the impact of parental issues on the wellbeing of the child and how to respond appropriately to any issues identified using a risk sensible approach | | |



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| Intermediate: All staff who have any contact with children young people and/or parents. | | | |
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| Competency | Examples of supportive evidence (This can be achieved through practice, training, observation, appraisal, discussion) | Date achieved | Manager Signature |
| <p>As previous level plus</p> <p>Uses knowledge and understanding of what constitutes child maltreatment, to identify any signs of child abuse and neglect including being able to identify a child suspected of being a victim of; trafficking, sexual exploitation, at risk of Female Genital Mutilation (FGM) or having been a victim of FGM or at risk of radicalisation</p> | <p>As previous level plus</p> <p>Awareness of the normal development of children and ways in which abuse can impact on this including short and long term impact of that abuse on the child's mental health.</p> <p>Understanding of the impact of child maltreatment on services within your own and other agencies</p> <p>Understand the increased need of Looked After Children, youth offenders and the increased risk of further maltreatment</p> | | |
| <p>Recognises the potential impact of a parents/carers physical and mental health on the wellbeing of a child</p> | <p>Understand and acknowledge that certain factors may be associated with child maltreatment such as disability and preterm birth, living with parental mental health problems, substance misuse and domestic abuse.</p> | | |
| <p>Able to refer to children's services if a safeguarding concern is identified and;</p> <ul style="list-style-type: none"> Act as an advocate for the child | <p>Know what to do if a concern is identified, when to take action, and when to refer to managers, supervisors or other relevant professionals.</p> <p>Know how to refer to children's social care via the Multi Agency Safeguarding Hub(MASH)</p> | | |



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| <ul style="list-style-type: none"> • Act in accordance with statutory and non-statutory guidance • Be clear about own roles, responsibly and professional boundaries | <p>Know how to access the Local Safeguarding Children Board policy and procedures when necessary</p> <p>Understand the role of the Local Area Designated officer (LADO) and when/how to refer.</p> | | |
| <p>Able to document safeguarding concerns using appropriate record keeping that differentiates fact from opinion and know what and when to share relevant information with other agencies as required to assist the safeguarding process</p> | <p>Awareness of own agency /best practice in record keeping/ protocols and has received instruction or training in the same.</p> <p>Awareness of own agency and inter agency information sharing protocols as well as the use of the Child and Family Plan/Team Around the Family early support.</p> <p>Understand the purpose and guidance in relation to Serious Case Reviews, Individual Management Reviews and Child Death Overview Panel</p> | | |



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Experienced:

All staff working with children & young people & their parents/carers and who could potentially contribute to assessing, planning, intervening and evaluating the needs of a child or young person and parenting capacity where there are safeguarding/child protection concerns

| Competency | Examples of supportive evidence (This can be achieved through practice, training, observation, appraisal, discussion) | Date achieved | Managers Signature |
|---|--|---------------|--------------------|
| <p>As previous levels</p> <p>Draws on child and family focused knowledge and expertise of what constitutes child maltreatment and to identify signs of abuse including;</p> <ul style="list-style-type: none"> • Understanding of child development and attachment • Ability to be risk sensible and risk aware | <p>As previous levels plus</p> <p>Understand the assessment of risk and harm and ability to recognise that a child or young person may be engaged in unusual, uncharacteristic, risky or harmful behaviour including on-line.</p> <p>Knowledge and ability to use research and theory to find and interpret information about the risk factors that may impair a child's development -appropriate to role</p> <p>Knowledge and understanding of how babies and children form attachments and the importance of positive relationships in their development.</p> <p>Know when to liaise with expert colleagues (either within own agency or others e.g. children's social care) about the assessment and management of families where there are concerns about maltreatment</p> <p>Knowledge and understanding of the current research and impact of domestic abuse, substance misuse and mental health on a child's development.</p> <p>Understand the legal position for 16-18 year olds and the transitions between children's and</p> | | |



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| | <p>adult legal frameworks and service provision- as appropriate to role</p> <p>Understand the impact of a families cultural and religious background when assessing risk and managing concerns</p> <p>Understand processes of how to identify if a child is known to professionals in Children’s Services and other agencies Able to communicate with children and young people ensuring they have the opportunity to participate in decisions affecting them.</p> <p>Know how to use effectively the Continuum of Need and Response and early support strategies within own agency</p> <p>Skill and competence in using professional judgement to make a decision if a child is likely to or suffering significant harm and taking emergency action where appropriate and necessary.</p> | | |
| <p>Work with other professionals and agencies where there are safeguarding concerns including</p> <ul style="list-style-type: none"> • Contribution to multi-agency assessments including the gathering and sharing of information and analysis of risk • Ability to contribute to individual management review and serious case reviews where necessary | <p>Working knowledge and understanding of child and family assessment processes. Be able to contribute to, and make considered judgments how to act to safeguard a child. Understand the processes and legislation for Looked After Children including after care services</p> <p>Understand the effects of parental behaviour on children and the interagency response Able to present safeguarding concerns verbally and in writing for professional and legal purposes (referral, strategy meetings, case conferences, core groups, family support meetings etc.)</p> <p>Able to challenge other professionals when required and provide supporting evidence. Skill in assessing and analysing own agency information to inform decision making both</p> | | |



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| <ul style="list-style-type: none"> Application of lessons learnt from SCRs to improve practice | <p>within own agency and the multi-agency arena.</p> <p>Confidence and skill to present facts and judgements objectively for instance in a case conference or court hearing.</p> | | |
| <p>Be able to establish a professional relationship with children, parents and carers and families through effective communication and engagement</p> | <p>Skill and ability to build relationships with families but maintain a professional relationship – be respectful, honest and supportive to make them feel valued as partners</p> <p>Skill and ability to listen in a calm, open and non-judgemental way and using open questions Ability to interpret nonverbal communication which may be inhibited by factors such as a cultural background</p> <p>Skill and ability to use language appropriate to the situation and ensure that there is understanding when relaying safeguarding concerns</p> | | |
| <p>Knowledge and awareness of the legislation, multi-agency policies and national guidance relevant to your role to safeguard and protect children and young people</p> | <p>Working knowledge and understanding of key legislation, government and local guidance and understanding the importance of children’s rights in the safeguarding context and its implication on your practice</p> | | |
| <p>Advises on appropriate information sharing</p> | <p>Know how to share information appropriately, taking into consideration confidentiality and data protection issues</p> <p>Awareness of legislation that dictates when young people are considered mature enough to give or refuse consent to their information being shared</p> | | |
| <p>Records safeguarding & child protection concerns that are appropriate for safeguarding and</p> | <p>Knowledge of legislation and own agency in relation to the collection, process and storage of personal information</p> | | |



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| <p>legal processes</p> | <p>Understand when information may be shared, with and without consent to safeguard children and young people</p> <p>Provides timely appropriate succinct information and reports using local/agency reporting mechanisms.</p> | | |
| <p>Skill and ability to be reflective in own work including undertaking regular reviews of own (and/or team) safeguarding practice as appropriate to role</p> | <p>Work within boundaries of own professional competence and responsibility and awareness when to involve peers, managers, supervisors or professional bodies and where to get advice and support</p> <p>Skill and ability to draw upon own personal experiences and others perspectives to help you reflect, challenge your thinking to assess the impact of your actions in cases that have both positive and negative outcomes.</p> <p>Know how to use theory and experience to reflect upon, think about and improve practice</p> <p>Know how to take responsibility for meeting your own development needs</p> <p>Understanding and awareness of the emotional impact of working with families with safeguarding concerns and how to access support for yourself</p> | | |



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| Advanced: Specialist Roles-those members of the workforce who have specific safeguarding roles e.g. designated safeguarding lead | | | |
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| Competency | Examples of supportive evidence (This can be achieved through practice, training, observation, appraisal, discussion) | Date achieved | Managers Signature |
| All previous levels plus Contributes to the development of strong internal safeguarding/child protection policy, guidelines and protocols within own agency/arena | Awareness of best practice in child protection as well as latest research evidence and implications on practice in your area Advanced understanding of child-care legislation, information sharing, governance, confidentiality and consent including guidance from professional bodies. Have an advanced knowledge of relevant national and local issues, policies and implications for your practice area (including as appropriate online safety, female genital mutilation, modern slavery and radicalisation/Prevent) Know about the role your staff may need to have as part of the court process | | |
| Facilitate and contributes to own organisation audits, multi-agency audits and statutory inspections (as appropriate to organisation) | Audits completed and action plans. | | |
| Works with other partner agencies | Able to undertake a training needs analysis within own agency to identify safeguarding | | |



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| <p>to conduct training needs analysis, and to commission/plan single and interagency training of staff within your organisation as appropriate</p> | <p>training needs</p> <p>Demonstrates an understanding of appropriate and effective training strategies to meet the competency development of your staff in safeguarding</p> | | |
| <p>Undertakes and contributes to serious case reviews, multi-agency reviews and child death reviews where requested and the development of action plans wherever appropriate using approved methodologies (as appropriate to organisation)</p> | <p>Work effectively with colleagues from other agencies providing advice as appropriate proactively and reactively-this includes your board and senior members of staff</p> <p>Skill in helping staff develop their professional knowledge, ability and confidence when dealing with complex cases</p> <p>Knowledge and understanding of the impact of emotion and anxiety on practice, what this may cause and the skill to help that member of staff develop skills to deal with these issues</p> | | |
| <p>Able to provide advice and support to those within your agency about organisational policies, legal issues and the management of child protection cases including supervision/reflective processes as required</p> | <p>Knowledge and understanding the key elements of effective reflective supervision for staff</p> | | |



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Strategic:

Senior managers responsible for the strategic management of services or Board members from your agency or equivalent role

Operational managers who do not have specific safeguarding responsibilities.

Those who do not have specific safeguarding duties as part of their role should have basic awareness core competencies in safeguarding and must know the common presenting features of abuse and neglect and the context in which it presents to your staff.

Those who have specific safeguarding duties, e.g. LSCB board members, should have intermediate core competencies.

In addition you should have an understanding of the statutory role of the Board in safeguarding including partnership arrangements, policies, risks and performance indicators, staff roles and responsibilities in safeguarding and the expectations of regulatory bodies in safeguarding.