



Richmond and  
Wandsworth  
**Safeguarding  
Adults Board**

# **Workforce Training Standards 2022 – 2024**

|            |           |
|------------|-----------|
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*“Safeguarding is everyone’s responsibility”*

## Acknowledgements

This document was developed with reference to the NHS 2018 Intercollegiate document “Adult Safeguarding: Role and Competencies for Health Care Staff published by the Royal College of Nursing and to the 2015 ‘National Competency Framework for Safeguarding Adults, a Comprehensive Guide 3rd edition’ published by Bournemouth University.

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## 1. Introduction

- 1.1. In its Vision statement the Richmond and Wandsworth Safeguarding Adults Board (RWSAB) commit to the fundamental principle that all citizens of Richmond and Wandsworth Boroughs (irrespective of age, race, gender, culture, religion, physical or mental ill health; disability or sexual orientation) have a fundamental right to live an independent life free from harm and abuse. All agencies will work together and commit to ensuring that *Safeguarding is everyone's business*. This will be done by:
- Raising awareness about abuse
  - Preventing abuse from happening wherever possible
  - Reporting and responding to concerns and incidents of harm and abuse
  - Sharing information and intelligence to reduce and remove risk
  - Share and utilise learning from safeguarding enquiries and reviews to develop practice and preventive strategies
  - Embed a “Making Safeguarding Personal” approach across the partnership which ensures people are involved and in control of all safeguarding activities
- 1.2. These training standards assists RWSAB partners to deliver on this vision and to plan and deliver safeguarding adults training for their workforce of staff and volunteers that is appropriate for the requirements of their role. This in turn will ensure that outcomes for service users and carers are positive.
- 1.3. The document is concerned with the competencies required to support adult safeguarding.
- 1.4. In addition to safeguarding training it is also essential that staff have training on confidentiality, data protection and mental capacity legislation (appropriate to their role) to effectively respond to the safeguarding needs of adults.

## 2. Legal Context

- 2.1. The Care Act 2014 creates the legal framework for how SAB partners should work together to protect adults at risk of abuse or neglect. It requires the local authority to make enquiries, or to ask others to make enquiries, where they reasonably suspect that an adult in its area is at risk of neglect or abuse. The purpose of the enquiry is to establish with the individual and/or their representatives what (if any) action is needed in relation to the situation and to establish who should take such action.
- 2.2. The statutory safeguarding duty (section 42 enquiry) applies when:
- a person with care and support needs (whether or not ordinarily resident in the local authority area or whether the local authority is meeting any of those needs)
  - is experiencing or is at risk of abuse or neglect, and
  - as a result of their care and support needs, is unable to protect him/herself.

### 3. Safeguarding Principles

3.1. All Adult safeguarding is underpinned by 6 principles which are contained in the Care Act 2014. The RWSAB has an expectation that partner agencies and professionals will work effectively together in a way that reflects these principles and outcomes for residents:

| Principle            | Description  | Outcomes for Richmond & Wandsworth residents   |
|----------------------|--|--|
| <b>Empowerment</b>   | Adults are encouraged to make their own decisions and are provided with support and information            | "I am asked what I want as the outcomes from the safeguarding process and these directly inform what happens."   |
| <b>Protection</b>    | Adults are offered ways to protect themselves, and there is a co-ordinated response to adult safeguarding. | "I get help and support to report abuse and neglect. I get help so that I am able to take part in the safeguarding process to the extent to which I want."   |
| <b>Prevention</b>    | Strategies are developed to prevent abuse and neglect that promotes resilience and self-determination.     | "I receive clear and simple information about what abuse is, how to recognise the signs and what I can do to seek help."   |
| <b>Proportionate</b> | A proportionate and least intrusive response is made balanced with the level of risk                       | "I am sure that professionals will work in my best interests as I see them, and professionals will only get involved as much as needed."   |
| <b>Partnerships</b>  | Local solutions through services working together within their communities.                                | "I am confident that professionals will work together, with me and my network, to get the best result for me. I know that staff treat any personal and sensitive information in confidence, only sharing what is helpful and necessary." |
| <b>Accountable</b>   | Accountability and transparency in delivering a safeguarding response                                      | "I understand the role of everyone involved in my life and so do they."  |

3.2. Making Safeguarding Personal requires all practitioners to ensure that any safeguarding concern is led by the person and not by the process. It puts the adult at the heart by giving them choice and control. It is about seeing people as experts in their own lives and working alongside them to enable them to resolve their circumstances.

### 4. Understanding the Competency Framework

4.1. This document outlines the competencies required within the varied partnership workforce to enable staff and volunteers to ensure the safety and protection of adults at risk of or experiencing abuse and or neglect

4.2. Each competency refers to a combination of skills, knowledge and experience expected of the workforce to ensure that Safeguarding practice is undertaken in a way that is commensurate with an individuals' occupational role and responsibility. Safeguarding is a thread though all peoples job roles even when it's not their primary role.

4.3. Competency involves being able to demonstrate the ability to be critically reflective and self-aware using analysis, review and evaluation of skills, knowledge and professional practice, exploring alternative approaches and being open to change.

## 5. Workforce levels

5.1. The workforce standards profiles five groups of staff with different levels of responsibility to safeguard people. The descriptions mirror the levels in the NHS Intercollegiate document<sup>1</sup> and cross reference to the Bournemouth competencies<sup>2</sup>.

| Level          | Description  | Including but not limited to:  |
|----------------|--|--|
| <b>Level 1</b> | <p><b>Alerters</b> – (Bournemouth level A)</p> <p>Responsibility is to identify and raise a Safeguarding Adults concern</p>  | All staff and volunteers who are employed by agencies represented by the Safeguarding Adults Boards and other agencies that provide care and/or support services   |
| <b>Level 2</b> | <p><b>Responders</b> – (Bournemouth level B1)</p> <p>This group have the responsibility to</p> <ul style="list-style-type: none"> <li>• identify and raise a Safeguarding Adults concern; and</li> <li>• refer Safeguarding Adults concerns through the correct organisational processes.</li> </ul>   | All staff and volunteers who have regular contact with people with care and support needs, their families or carers or the public. Includes professionals such as social workers, nurses, OT's, Physios, GPs, care workers<br>Residential and home care providers, frontline managers, police constables and officers, probation staff, prison staff |
| <b>Level 3</b> | <p><b>Specialist Practitioners</b> (Bournemouth level B2)</p> <p>This group have the responsibility to</p> <ul style="list-style-type: none"> <li>• identify and raise a Safeguarding Adults concern; and</li> <li>• refer Safeguarding Adults concerns through the correct organisational processes; and</li> <li>• make decisions for safeguarding concerns raised. They hold key roles within Safeguarding Adults, in particular Section 42 Enquiries within the Care Act.</li> </ul> | Safeguarding Adults' Managers (SAMs)<br>Enquiry Officers (EO's)<br>Professionals who attend enquires representing their organisation including nurses, senior police officers, therapists, provider managers and care co-ordinators.   |

<sup>1</sup> Royal College of Nursing, August 2018, "Adult Safeguarding: Roles and Competencies for Health Care Staff"

<sup>2</sup> Bournemouth University, 2016, "National Competency Framework for Safeguarding Adults Concise Version for Employers and Staff"

| Level                 | Description   | Including but not limited to:  |
|-----------------------|---|--|
| <p><b>Level 4</b></p> | <p><b>Decision Makers</b> (Bournemouth level C)</p> <p>This group have the responsibility to:</p> <ul style="list-style-type: none"> <li>• identify and raise a Safeguarding Adults concern; and</li> <li>• refer Safeguarding Adults concerns through the correct organisational processes; and</li> <li>• make decisions for safeguarding concerns raised; and</li> <li>• Act on concerns concerning their agency or across the partnership; and</li> <li>• have oversight of the development systems, policies and procedures within their organisation; and</li> <li>• facilitate good working partnerships with allied agencies to ensure consistency in approach and quality of service.</li> </ul> | <p>Safeguarding adults leads in health social care and police organisations</p> <p>Heads of Safeguarding adults' services</p> <p>Registered managers of care homes and care agencies</p> |
| <p><b>Level 5</b></p> | <p><b>Leaders and chief officers</b> (Bournemouth level D)</p> <p>This group have the responsibility to:</p> <ul style="list-style-type: none"> <li>• identify and raise a Safeguarding Adults concern; and</li> <li>• Provide strategic leadership and planning of services for adults at risk of abuse; and</li> <li>• Ensuring their organisation is fully committed to safeguarding adults at all levels; and</li> <li>• have in place appropriate systems and resources to support this work in an intra and inter agency context.</li> </ul>  | <p>All members of local Safeguarding Adults Boards</p> <p>Executive and Non-executive directors</p> <p>Chief Officers</p> <p>Elected Members.</p>  |

## 6. Using the competency framework

- 6.1. Each organisation needs to identify the necessary capability that staff may require in their organisation. They should consider how their workforce fits into each level and then ensure that all staff have the requisite competency.

- 6.2. It is acknowledged that each organisation will be structured differently and that this will inevitably mean adapting their approach in responding to the safeguarding competency and training framework.
- 6.3. The table in Appendix 1 references core competencies and possible evidence. Each organisation should determine the specific training and development methods they will use to ensure that the workforce has the requisite competency.

## **7. Governance and accountability**

- 7.1. Agencies will have their own governance and accountability mechanisms to assure that the workforce is suitably qualified to carry out safeguarding.
- 7.2. Each agency is responsible for ensuring that staff have access to relevant induction, training and refresher training in accordance with this framework.
- 7.3. Agencies should advise the SAB chair if there are any concerns about the level of competence of staff within their organisation.
- 7.4. Agencies will report the level of compliance within their workforce through the annual self-assessment framework.

## **8. Review of strategy**

- 8.1. The training standards will be reviewed and updated as required, at least every two years by the Performance and Workforce Sub-group. The strategy will be refreshed in 2024.

## Appendix 1: Competency and Training Framework

**Note:** If you have not previously accessed the E Learning listed below, then you will first need to register you details [here](#)

| Level              | Competencies  | Possible evidence   | Examples of Training, duration and form   |
|--------------------|---|---|---|
| <b>1. Alerters</b> | <p>Know what adult safeguarding is.</p> <p>Recognise signs that an adult may be in need of safeguarding and take relevant action.</p> <p>Understand dignity and respect and cultural diversity when working with individuals</p> <p>Understand the local procedures for raising a safeguarding concern.</p> <p>Know about local and organisational policy, procedures and legislation around safeguarding adults relevant to the role.</p> <p>Ensure effective administration and quality of safeguarding processes</p> | <ul style="list-style-type: none"> <li>• Describe possible signs and indicators of abuse or neglect.</li> <li>• Name categories of abuse.</li> <li>• Explain how to handle a disclosure of abuse</li> <li>• Explain what to if worried about situation and who to tell.</li> <li>• Describe boundaries of confidentiality.</li> <li>• Aware of key legislation relating to adult safeguarding.</li> <li>• Locate safeguarding policies relevant to their role</li> <li>• Record concerns and know the correct paperwork to use</li> </ul> | <p>Completion of e-learning module within 6 weeks of starting in the organisation.</p> <p>Completion of at least 2-hour refresher every 3 years.</p> <p>Organisations may have their own e-learning packages for safeguarding adults.</p> <p>E-learning provided by Richmond and Wandsworth Councils available to all partners include:</p> <p>Safeguarding Adults - Level 1 (1hr)<br/><a href="#">Login here</a></p> <p>Modern slavery and human trafficking (1hr)<br/><a href="#">Login here</a></p> <p>Domestic abuse (55m)<br/><a href="#">Login here</a></p> <p>Honour Based Violence and Forced Marriage (30m)<br/><a href="#">Login here</a></p> |



| Level                | Competencies   | Possible evidence  | Examples of Training, duration and form  |
|----------------------|--|--|--|
|                      |  |  | Deprivation of Liberty Safeguards (DoLS) (40m)<br><a href="#">Login here</a>   |
| <b>2. Responders</b> | <p>Demonstrate skills and knowledge to contribute effectively to the safeguarding process</p> <p>Awareness and application of a range of local and national policy and procedural frameworks when undertaking safeguarding activity</p> <p>Ensure service users /carers are supported appropriately to understand safeguarding issues to maximise their decision making</p> <p>Understand dignity and respect and cultural diversity when working with individuals</p> <p>Maintain accurate, complete and up to date records and achieve best evidence</p> | <ul style="list-style-type: none"> <li>• All above</li> <li>• Understand and identify signs of harm, abuse and neglect</li> <li>• Able to appropriately refer safeguarding concerns in accordance with organisational policies.</li> <li>• Shared appropriate and relevant information securely with others.</li> <li>• Maintain accurate, timely records</li> <li>• Work with service users to ensure they are fully aware of all the options available to them.</li> <li>• Develop protective strategies for those who have capacity and decline services</li> <li>• Understands the professional duty to report crime in line with organisational and professional guidance.</li> <li>• Understand of key statutory and non-statutory guidance and legislation including Care Act, Human Rights Act and mental capacity act.</li> <li>• Confidently use whistle blowing procedures when needed.</li> <li>• Identify professional role, responsibilities, and boundaries and those of colleagues in a multidisciplinary team and multi-agency</li> </ul> | <p>Core skills though professional or personal development education programmes</p> <p>Initial training aligned to the requirements of the role with a focus on multiagency discussions drawing on case studies and lessons from research and audit.</p> <p>Over 3-year period refresher training of 3 to 4 hours</p> <p>Organisations may have their own training packages for safeguarding adults.</p> <p>Training provided by Richmond and Wandsworth Councils and available to partners include:</p> <p>Safeguarding Adults - Level 1 (1hr)<br/> <a href="#">Login here</a></p> <p>Safeguarding Adults - Level 2 (1hr 30m)<br/> <a href="#">Login here</a></p> |

| Level                 | Competencies   | Possible evidence   | Examples of Training, duration and form  |
|-----------------------|--|---|--|
|                       |  | <ul style="list-style-type: none"> <li>• Understands the importance of establishing, acting or making a decision in person's best interests as reflected in legislation and key statutory and non-statutory guidance</li> <li>• Communicates effectively with adults at risk particularly those with mental capacity issues, learning disability or communication need</li> <li>• Identify adults experiencing abuse, harm or neglect who have caring responsibilities, for other adults or children and make appropriate referrals</li> <li>• Recognise when advocacy is required</li> <li>• Awareness of the risk factors for radicalisation and knows who to contact.</li> </ul> | <p>Modern slavery and human trafficking (1hr)<br/><a href="#">Login here</a></p> <p>Domestic abuse (55m)<br/><a href="#">Login here</a></p> <p>Honour Based Violence and Forced Marriage (30m)<br/><a href="#">Login here</a></p> <p>Deprivation of Liberty Safeguards (DoLS) (40m)<br/><a href="#">Login here</a></p>   |
| <b>3. Specialists</b> | <p>Demonstrate appropriate responses to safeguarding adult concerns</p> <p>Draws on clinical and professional knowledge and expertise to support others in fulfilling their adult safeguarding duties</p> <p>Undertakes mental capacity assessments within the framework of the relevant legislation (if appropriate to role) and is able to</p> | <ul style="list-style-type: none"> <li>• All of above</li> <li>• Demonstrate the skills required to lead or participate in a safeguarding enquiry</li> <li>• Demonstrate an understanding of the different roles and responsibilities of all agencies involved in investigations and ensure these are met</li> <li>• Understand the pathways in response to a referral and the requirements of gathering information</li> <li>• Explain policy and legislation to support preventative strategies</li> <li>• Shows understanding of organisational cultures and challenge those that lead to poor practice in safeguarding</li> </ul>   | <p>Core skills though professional or personal development education programmes</p> <p>Accessing topic specific training such as SAM training, EO, archiving best evidence</p> <p>This staff group will need to access training and conferences on a wide range of themes such as:</p> <ul style="list-style-type: none"> <li>• Domestic Abuse &amp; Coercive Control</li> <li>• Modern Slavery</li> <li>• Self-Neglect</li> </ul> |

| Level | Competencies  | Possible evidence   | Examples of Training, duration and form   |
|-------|---|---|---|
|       | <p>understand who needs to be included or consulted with in making decisions in a person's best interests</p> <p>Undertakes and contributes to and supports inter-agency assessments or enquiries<br/>Able to gather and share information, including the person's views on risk and risk management and supporting others to undertake these activities</p> <p>Attends or submits reports to relevant multidisciplinary meetings to present supporting evidence within relevant information sharing protocols.</p> <p>Contributes to case reviews, panels, internal partnerships and local forms of review</p> | <ul style="list-style-type: none"> <li>• Show understanding of how abuse may affect decision making processes e.g. domestic violence and modern slavery</li> <li>• 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.</li> <li>• Demonstrate awareness of the potential impact of abuse.</li> <li>• Participates in SAR panel, safeguarding adults reviews/ domestic homicide reviews and supplies reports, chronologies etc</li> <li>• Effectively manages uncertainty and risk.</li> <li>• Appropriately contribute to inter-agency assessments by gathering and sharing information.</li> <li>• Communicates effectively with adults at risk particularly those with mental capacity issues, learning disability or communication need</li> <li>• Able to provide specialist advice to practitioners including clarification about organisational policies, legal issues and the management of adult safeguarding.</li> <li>• Able to work effectively with colleagues in regional safeguarding networks.</li> </ul> | <ul style="list-style-type: none"> <li>• Mental Capacity Act</li> <li>• Managing and Preventing Organisational Abuse</li> </ul> <p>Duration of at least 8 hours over 3 years</p> <p>Organisations may have their own training packages for safeguarding adults.</p> <p>Training provided by Richmond and Wandsworth Councils and available to partners include:</p> <p>Safeguarding Adults - Level 1 (1hr)<br/><a href="#">Login here</a></p> <p>Safeguarding Adults - Level 2 (1hr 30m)<br/><a href="#">Login here</a></p> <p>Modern slavery and human trafficking (1hr)<br/><a href="#">Login here</a></p> <p>Domestic abuse (55m)<br/><a href="#">Login here</a></p> <p>Honour Based Violence and Forced Marriage (30m)<br/><a href="#">Login here</a></p> |

| Level                     | Competencies  | Possible evidence   | Examples of Training, duration and form   |
|---------------------------|---|---|---|
|                           |   |   | Deprivation of Liberty Safeguards (DoLS) (40m)<br><a href="#">Login here</a>  |
| <b>4. Decision makers</b> | <p>Support the development of robust internal systems to provide consistent, high quality safeguarding adults service that promotes dignity, respect and cultural diversity</p> <p>Robust Inter agency and multi-agency systems to promote best practice</p> <p>Chair safeguarding adults' meetings or discussions.</p> <p>Ensure record systems are robust and fit for purpose</p> <p>Know how to implement and audit the effectiveness of adult safeguarding services on an organisational level.</p> | <ul style="list-style-type: none"> <li>• Able to contribute to the development of robust internal adult safeguarding policy, guidelines, and protocols</li> <li>• Able to challenge poor practice at an intra and inter agency level</li> <li>• Ensure effective supervision policy and practice in place</li> <li>• Support whistle blowing policy and procedures</li> <li>• Monitor and audit safeguarding systems to ensure accuracy and consistency across safeguarding records and implement learning from audits</li> <li>• Ensure all staff are kept up to date with training and development opportunities in line with their role and responsibilities</li> <li>• Able to effectively communicate local safeguarding knowledge, research and findings from audits.</li> <li>• Able to undertake and contribute to SARS including the undertaking of chronologies, the development of action plans where appropriate, and leading internal management reviews as part of this.</li> </ul> | <p>Undertake at least 24 hours education training and learning over 3 years including safeguarding professional leadership, appraisal and supervision training.</p> <p>Organisations may have their own training packages for safeguarding adults.</p> <p>Training provided by Richmond and Wandsworth Councils and available to partners include:</p> <p>Safeguarding Adults - Level 1 (1 hr)<br/> <a href="#">Login here</a></p> <p>Safeguarding Adults - Level 2 (1hr 30m)<br/> <a href="#">Login here</a></p> <p>Modern slavery and human trafficking (1hr)<br/> <a href="#">Login here</a></p> <p>Domestic abuse (55m)</p> |

| Level                                | Competencies   | Possible evidence  | Examples of Training, duration and form   |
|--------------------------------------|--|--|---|
|                                      |  | <ul style="list-style-type: none"> <li>• Able to work effectively with colleagues from other organisations, providing advice as appropriate e.g., concerning adult safeguarding policy and legal frameworks</li> <li>• Able to provide advice and information about safeguarding to the employing organisation both proactively and reactively</li> <li>• Able to lead/oversee safeguarding quality assurance and improvement processes.</li> </ul>  | <p><a href="#">Login here</a></p> <p>Honour Based Violence and Forced Marriage (30m)</p> <p><a href="#">Login here</a></p> <p>Deprivation of Liberty Safeguards (DoLS) (40m)</p> <p><a href="#">Login here</a></p>  |
| <b>5. Leaders and chief officers</b> | <p>Lead the development of effective policy and procedures for safeguarding adult services in your organisation</p> <p>2. Ensure plans and targets for safeguarding adults are embedded at a strategic level across your organisation</p> <p>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.</p> <p>4. Promote awareness of safeguarding adults' systems within and outside of your organisation</p> | <ul style="list-style-type: none"> <li>• Provide leadership for the workforce stating clear aims and objectives in safeguarding adults</li> <li>• Ensure contractual arrangements with service providers adhere to policy and procedures</li> <li>• Ensure written and verbal information on local safeguarding adult processes are available to service users and carers at any time.</li> <li>• Able to account for your organisations practice and ensure whistle blowing procedures are in place.</li> <li>• Ensure internal audit systems are robust</li> <li>• Assured that workforce is appropriately trained</li> <li>• Ensure safeguarding policy and procedures are in place to support</li> </ul> | <p>Level 5 should attend a minimum of 24 hours education over a 3-year period focussing on leadership. Appraisal supervision and working with other professionals</p> <p>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.</p> <p>Professional Development is wider than attending events and should encompass a wide range of learning opportunities.</p> |

| Level | Competencies   | Possible evidence   | Examples of Training, duration and form   |
|-------|--|---|---|
|       | <p>Advanced and in-depth knowledge of relevant national policies and implications for practice</p> <p>Leads/oversees safeguarding quality assurance and improvement across the partnership</p> <p>Provides expert advice to service planners and commissioners, ensuring all services commissioned meet the statutory requirement to safeguard and promote the welfare of adults</p> | <p>effective risk management and decision making in practice</p> <ul style="list-style-type: none"> <li>• Able to reconcile differences of opinion among colleagues from different organisations and agencies.</li> <li>• Able to proactively deal with strategic communications and the media on adult safeguarding.</li> <li>• To be able to know how to work with staff to undertake robust adult safeguarding population-based needs assessments that establish current and future needs and service requirements across the partnership.</li> <li>• Able to provide an evidence base for decisions around investment and investment in services to improve adult safeguarding for the local population and articulate these decisions</li> <li>• Able to deliver high-level strategic presentations to influence organisational development</li> </ul> | <p>Organisations may have their own training packages for safeguarding adults.</p> <p>Training provided by Richmond and Wandsworth Councils and available to partners include:</p> <p>Safeguarding Adults - Level 1 (1hr)<br/><a href="#">Login here</a></p> <p>Safeguarding Adults - Level 2 (1hr 30m)<br/><a href="#">Login here</a></p> <p>Modern slavery and human trafficking (1hr)<br/><a href="#">Login here</a></p> <p>Domestic abuse (55m)<br/><a href="#">Login here</a></p> <p>Honour Based Violence and Forced Marriage (30m)<br/><a href="#">Login here</a></p> <p>Deprivation of Liberty Safeguards (DoLS) (40m)<br/><a href="#">Login here</a></p> |