Barnsley Safeguarding Adults Board

Training Strategy 2024

Version	V5 November 2017 V6 October 2020 V7 January 2024
Pathways and Partnership approval	December 2018
BSAB approval	18 January 2018
Implementation date	TBA by sub group
Review date	April 2027
L&D approval (V7)	24 April 2024
BSAB approval (V7)	May 2024

Contents

1   Introduction

This strategy will support all agencies involved in keeping adults in Barnsley safe from harm and abuse to demonstrate that **all** staff are equipped to respond to Safeguarding concerns, using the

- Making Safeguarding Adult Principles
- Care Act
- South Yorkshire Safeguarding Adults(procedures)--principles
- Barnsley Safeguarding Adults Operational Guidance
- National Competency Framework for Safeguarding Adults (Bournemouth University)
- Decision support Guidance
- Adult Safeguarding: Roles and Competencies for Health Care Staff First edition: August 2018
- ADASS guidance - Understanding what constitutes a safeguarding concern and how to support effective outcomes.

The document aims to

- Improve partnership working and practice that keeps the adult at the centre of all our safeguarding activities
- Support work based evidence of learning and competence in practice
- Provide managers with a framework to evaluate performance and practice and identify any training needs
- Provide a quality assurance tool for the Board and commissioners of services and contract monitoring.

The evidence of competence should be shared with BSAB via the dashboard managed by PMQA

2   Competencies and timescales

2.1   We believe that competence is a combination of skills; knowledge and experience that can be used by staff to keep adults safe or to address abuse and reduce the risk of further harm occurring. To apply this, staff need to be able to use the skills and knowledge and tailor it to meet the needs of each individual adult and address the risks to them and other adults affected by the issue(s)

2.2   Newly appointed staff members should be assessed against the competency framework within the first three months of their employment; this may include use of the Newly Qualified Social Workers (NQSW) or Assessed Year in Practice (AYSE) and health workers using the Intercollegiate document (detailed above). Spectrum use ESR Safeguarding Adults Training Tool, which has assessment built into it. For experienced members of staff an initial assessment of their competence should be made within three months and a Continuing professional Development plan agreed.

2.3   Assessment of competence should include a mixture of the following elements; observation of practice, questioning and discussions in supervision and appraisals, attendance of formal training and review of practice via reflective practice and/or case audits.

2.4   All training for formal training should be reviewed considering these competencies to maximise the benefits of attendance.

3 – Using the framework

The learning opportunities detailed show the **minimum** standards and what outcomes specific groups of staff should be able to achieve. Organisations must agree what level of competence their staff/volunteers require, and how they will evidence that competence has been achieved for their own staff and volunteers.

The pathway profiles four groups of staff who have different levels of responsibility to prevent and/or respond to harm or abuse of adults at risk. Each grouping is a guide and some roles may overlap or change over time and it is the responsibility of the organisation/employer to identify the competence that all members of staff will require. Staff who have been defined at levels B and above, need to demonstrate competence at the previous levels (A, B etc)

Learning and development is not dependent on attending a course, however multi-agency learning courses provide a valuable learning environment that can enhance practice and skills, by increasing knowledge of other organisations and their roles in keeping adults safe from abuse and harm.

The four levels of training are:

Staff group A

Workers and volunteers in this group are expected to be able to

- ✓ Identify safeguarding concerns – adult at risk, types of abuse, care and support needs
- ✓ Use the decision support guidance tool to direct concerns to the appropriate organisation, if the issues do not meet the threshold for safeguarding
- ✓ Make high quality referrals into adult social care, including evidence of a conversation with the adult, whenever possible
- ✓ Identify and address immediate risks and act to address these, when appropriate
- ✓ Discuss their concerns with the adult to confirm consent and seek their views about future action
- ✓ Recognise when they should act against the wishes of the adult
- ✓ Identify circumstances when referrals should be made in the "best interests" of the adult
- ✓ Contribute to safeguarding enquiries by sharing information about their relationship and knowledge of the adult and their life and supporting other organisations to establish contact with the adult.
- ✓ Identify the legal frameworks around safeguarding – Care Act, Making Safeguarding Personal, Mental Capacity Act etc

Staff Group A (Alerters/NHS Level 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. (Drawn from the Bournemouth Competencies)

Examples of workers and volunteers who will require training at level A

- ✓ Elected members
- ✓ Drivers
- ✓ Volunteer in health, social care and the voluntary sector
- ✓ Support and care staff in health and social care – e.g domiciliary care workers, health care assistants,
- ✓ Staff working in finance, benefits, taxation, etc
- ✓ Other administrative and reception staff
- ✓ Police Community Support Officers
- ✓ Benefits staff

- ✓ Learning centre workers – tutors, mentors etc
- ✓ Tenancy management staff
- ✓ Shared lives carers
- ✓ Personal assistants
- ✓ Community staff – community support officers, anti-social behaviour teams etc
- ✓ Anyone working on behalf of Adult Social Care, who is not a Social Workers, Advanced Practitioner, Team Manager of Head of Service.

(Each organisation must assess the needs of their staff and provide the relevant support and education to equip them to keep adults safe)

Staff group B

Workers in this group are likely to have an organisational and/or professional responsibility for safeguarding adults, using the Making Safeguarding Adult principles. Key areas of responsibility include

- ✓ Engage the adult in a conversation to agree their safeguarding outcomes and how these will be delivered
- ✓ Explain the safeguarding journey to the adult
- ✓ Contribute to a safeguarding planning meeting and enquiry
- ✓ Provide specialist reports – e.g. tissue viability, medication management etc
- ✓ Provide a manager with a recommendation on whether a concern meets the three-stage test
- ✓ Contribute or complete a disciplinary investigation
- ✓ Contribute to a criminal enquiry
- ✓ Managing the risks faced by the adults by facilitating or making regular contact with the adult to seek their views
- ✓ Identify cases that may require a safeguarding adults review and make appropriate referrals

Staff Group B (Responders and Specialist Practitioners/NHS Level 2 and Level 3*)

This group have considerable professional and organisational responsibility for Safeguarding Adults. They must be able to act on concerns and contribute appropriately to local and national policies, legislation and procedures. This group needs to work within an inter- or multi-agency context.

Examples of staff who will require training at level B include

- ✓ Social workers, including newly qualified Social Workers
- ✓ Social Care Assistants

- ✓ GPs
- ✓ Specialist Housing Officers
- ✓ Safer Neighbourhood Officers
- ✓ Doctors
- ✓ Nurses
- ✓ Police Officers
- ✓ Other health staff – (Physiotherapists, Occupational therapists, Midwives etc)
- ✓ Mental Health nurses and therapists
- ✓ Managers in social care and health
- ✓ Managers in the voluntary sector
- ✓ Safeguarding champions

Staff group C

Workers in this group are responsible for managing staff in groups A and B and evaluating safeguarding activity in line with relevant legislation. Safeguarding quality assurance data will be provided to senior managers in advance of being shared with the Safeguarding Adults Board. Compliance with relevant legislation and policies will need to be evidenced for regulators such as the Care Quality Commission (CQC), HMIC etc. Key areas of responsibility will include

- ✓ Quality assuring safeguarding work in line with legislation, policy and professional requirements
- ✓ Providing guidance and management oversight of complex safeguarding cases
- ✓ Signing off Independent Management Reviews for Safeguarding Adults Reviews (SARs)
- ✓ Overseeing action plans resulting from SAR's
- ✓ Contributing to the work of the Safeguarding Adults Board and/or its sub groups
- ✓ Quality assuring the work completed by staff at levels A and B
- ✓ Setting priorities for training and development of staff
- ✓ Producing briefings for senior managers and elected members
- ✓ Forging and maintaining partnerships to safeguard adults.

Staff Group C (Decision Makers/NHS Level 4 and Level 5*)

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.

Examples of staff who will require training at level C include:

- ✓ Advanced Practitioners
- ✓ Team Managers
- ✓ Safeguarding leads in partner organisations
- ✓ Named professionals in Health
- ✓ Safeguarding manager
- ✓ Senior managers in Health and Social Care
- ✓ Specialist police officers
- ✓ Senior police officers
- ✓ Regulators – CQC etc
- ✓ Workforce development managers
- ✓ Operational Managers
- ✓ Service Managers
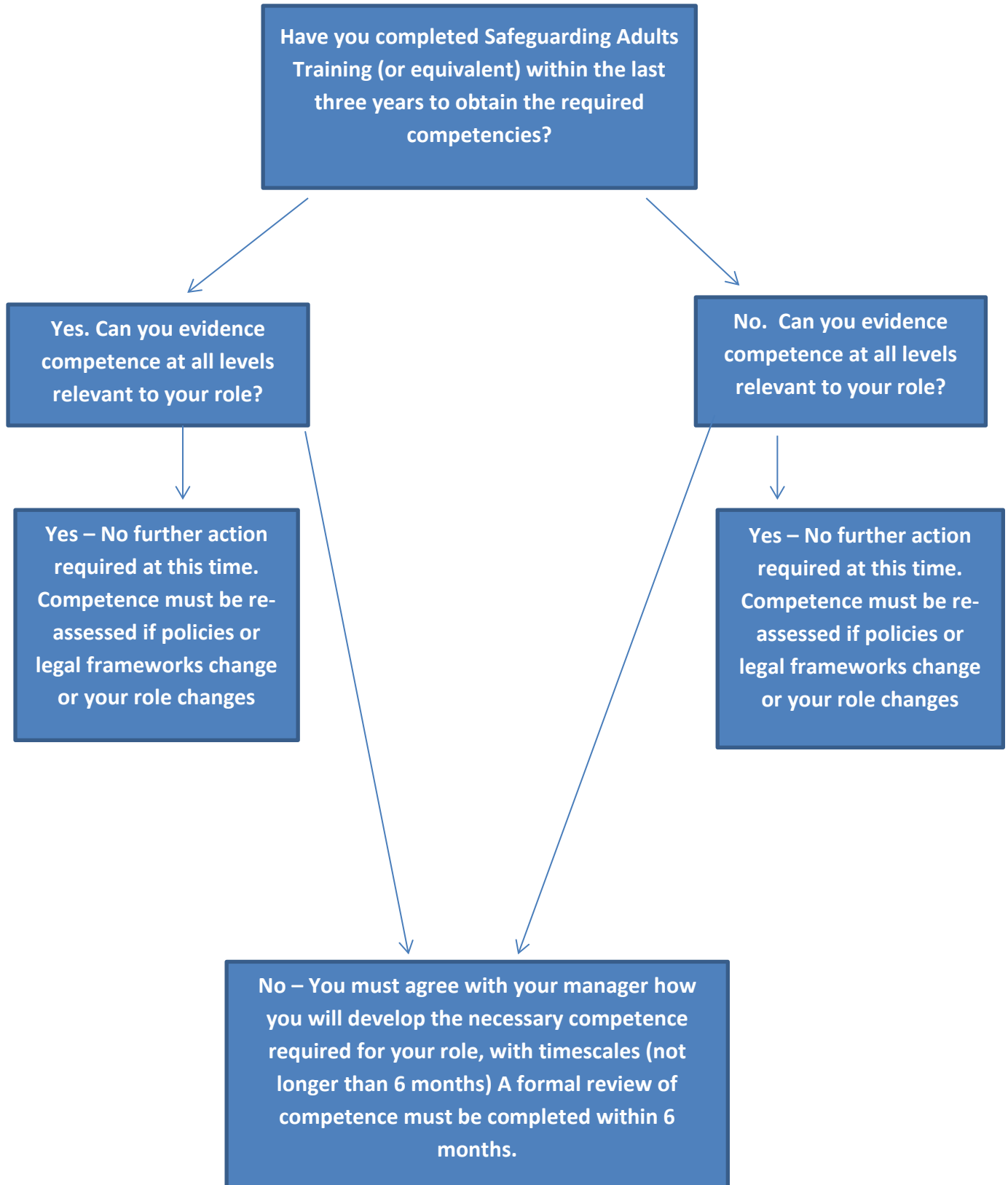- ✓ Heads of Clinical Units/Departments

Staff group D

Workers in this group are responsible for demonstrating that their organisation is, at all levels, fully committed to Safeguarding Adults and have in place appropriate systems and resources to support this work in an intra an inter-agency context. Examples include Directors, Chief Executives, Owners, etc

(Governance and Board Roles/NHS Level 5 and Board and CEO Levels*)
This group is responsible for ensuring their organisation is, at all levels, fully committed to Safeguarding Adults and have in place appropriate systems and resources to support this work in an intra- and inter-agency context.
- Service Managers
- Heads of Service
- Heads of Support Services
- Heads of Directly Provided Services
- Local Safeguarding Adult Boards

Demonstrating continued competence (Refresher training)

Have you completed Safeguarding Adults Training (or equivalent) within the last three years to obtain the required competencies?

Yes. Can you evidence competence at all levels relevant to your role?

No. Can you evidence competence at all levels relevant to your role?

Yes – No further action required at this time. Competence must be re-assessed if policies or legal frameworks change or your role changes

Yes – No further action required at this time. Competence must be re-assessed if policies or legal frameworks change or your role changes

No – You must agree with your manager how you will develop the necessary competence required for your role, with timescales (not longer than 6 months) A formal review of competence must be completed within 6 months.

Staff Group A	Competence indicator	Possible Evidence	Possible learning and development opportunities
Workers and volunteers in this group have a responsibility to identify safeguarding concerns and contribute to safeguarding enquiries but do not have specific organisational responsibility or statutory responsibility to intervene.	✓ Describe an adult at risk and what types of abuse they may experience ✓ Recognise an adult at risk who may need safeguarding and describe what actions they will take to keep them safe ✓ Explain how they would work with an adult at risk who lacks capacity to recognise the harm ✓ Explain how they will obtain consent to share the information with adult social care or other agencies and in what circumstances consent is not required ✓ Outline how they will record any activity linked to identification and responding to adult safeguarding ✓ Explain what action they will take if the adult is in immediate danger ✓ Explain what legal and policy frameworks are linked to safeguarding and how they would access them if needed. ✓ Identify sources of help and support for the adult	✓ Explain three stage test from Care Act that describes an adult at risk ✓ Describe types of abuse and what indicators might suggest abuse ✓ Factors that might increase an adult's risk of abuse and how they might reduce these ✓ Explain the principles of the Mental Capacity Act and how this might apply to safeguarding (presumption of capacity etc) ✓ Evidence that they can respect unwise decisions ✓ Evidence that they recognise the need to obtain consent ✓ Describe in what circumstances consent to take no action would be disregarded ✓ Evidence that they can act or share concerns to minimise risks to the adult in a timely manner	✓ SY Safeguarding Adults Principles ✓ Barnsley operational guidance ✓ Barnsley Decision Support Guidance ✓ E learning via BMBC ✓ Taught courses – BMBC ✓ Taught courses – own organisation ✓ Own organisation's policies and procedures ✓ NCFC level 2 certificate in understanding dignity and safeguarding in adult health and social care www.theskillsnetwork.com

	✓ Demonstrate how they would share the concerns with Adult Social Care or another agency ✓ Explain how they would report a safeguarding concern out of "normal working hours" ✓ Describe what other risks they will need to consider if there are other adults/children in the household ✓ Demonstrate use of the decision support guidance. ✓ Demonstrate how they will obtain the views and wishes of the adult about the concern	✓ Evidence that they know the contact details for ASC and police and know how to share a concern ✓ Evidence that they know about the safeguarding adults web site ✓ Explain the chain of accountability for safeguarding in their organisation ✓ What is whistle blowing – policy in their organisation? ✓ Knowledge of national, local and internal legislation and policies and how to access them ✓ What organisations have a statutory responsibility for safeguarding adults? ✓ Explain how they will preserve evidence and why this is important and why?	

Staff Group B	Competence indicator	Possible Evidence	Possible learning and development opportunities

Workers in this group are likely to have an organisational and/or professional responsibility for safeguarding adults. They will need to be able to deliver the outcomes of the adult and/or protect other adults by use of disciplinary processes, complete specialist assessments (e.g tissue viability) within the legal and policy framework **Workers will need to demonstrate**	✓ Demonstrate how Making Safeguarding Personal informs practice ✓ Demonstrate knowledge of relevant legislation and how this might inform safeguarding activity ✓ Demonstrate the ability to form and maintain relationships with key operational staff within and external to your organisation to safeguard adults ✓ Demonstrate knowledge of related processes and how to make referrals to them ✓ Demonstrate how they communicate to keep the adult/carer and relevant organisations updated and the limits of data sharing ✓ Maintain a list of useful contacts and escalation processes ✓ Demonstrate an ability to discuss safeguarding issues with the adult and to agree protection measures that enshrine the MSP principles ✓ Demonstrate an ability to maintain appropriate records and share accessible information with the adult to maximise their involvement	✓ High quality recording on appropriate systems ✓ Person centred risk assessments that recognise capacity, duress and coercion; including the need to escalate to senior managers ✓ High quality face to face meetings – feedback from the adult or their advocate ✓ High quality safeguarding meetings that follow agenda's and support production of quality minutes ✓ Use of legislation to either achieve adults' outcomes or to protect adults who lack capacity or are under duress. ✓ Knowledge of available services and support and how to access this ✓ Use of, or ability to, access statutory support for the adult who will struggle to engage with safeguarding ✓ Risk assessments that extends to the whole family	✓ [MCA resources](#) ✓ [Barnsley operational guidance](#) ✓ [Barnsley Decision Support Guidance](#) ✓ [www.skillsforcare.org.uk/standards-legislation-mental-capacity-Act/mental -capacity-act.aspx](#) ✓ [SY Safeguarding Adults Principles](#) ✓ [E learning via BMBC](#) ✓ [Taught courses](#) – BMBC ✓ [Working together courses and workshops](#) ✓ [ADASS MSP](#) ✓ [SCIE – self neglect](#) ✓ [SCIE – legal guide for practitioners](#) ✓ [DASH risk assessment](#) ✓ [Link to Community Safety site for MARAC, MAPPA etc](#) ✓ [Link to cloverleaf site](#) ✓ [Link to Rethink Advocacy](#) ✓ [Link to IDAS](#)

Competence and knowledge of Group A staff.	✓ Demonstrate an ability to address any conflict when managing patient/client safety and wellbeing ✓ Demonstrate an ability to identify possible SARs and how to escalate them for possible referral ✓ Demonstrate an ability to identify and appropriately manage self-neglect cases by engaging appropriate organisations in the care and support of the adult.	✓ Demonstrate knowledge of when and how to engage an advocate or other support for the adult ✓ Demonstrate high quality capacity assessments and if necessary inclusive best interest meetings ✓ Demonstrate tenacity in managing self-neglect cases and escalating lack of appropriate multi-agency response	
Staff Group C	**Competence indicator**	**Possible Evidence**	**Possible learning and development opportunities**
Workers in this group are responsible for managing staff in groups A and B and are likely to be required to provide assurance to their organisation or Safeguarding Board that adult safeguarding	✓ Assess competence of individual staff and the workforce and address any learning needs ✓ Ability to oversee audits and to use this data to evidence application of learning to practice ✓ Demonstrate use of supervision and team meetings to facilitate learning ✓ Identify and address any gaps or failings in multi-agency working, escalating	✓ Supervision and team meeting pro-forma that include safeguarding and self-neglect ✓ Single and multi-agency case file audits ✓ Management of safeguarding meetings that facilitate involvement of all parties and support production of high-quality minutes ✓ Data production and analysis that supports	✓ Involvement in case file audits ✓ Working together workshops ✓ Involvement in BSAB sub groups ✓ Internal and multi-agency safeguarding forums ✓ SCIE guide for managers – https://www.gov.uk/government/publications/safeguarding-adults-the-role-of-health-services http://www.cqc.org.uk/sites/default/files/20140416_safeguarding_adults_-_roles_and_responsibilities_-_revised_draf....pdf ✓ CQC – care provider standards ✓ MARAC ✓ MAPPA ✓ Local multi agency workshops ✓ Achieving Best Evidence

work meets the standards outlined in the legal and policy frameworks. These workers are responsible for developing and maintaining high quality partnerships and overseeing the development of systems, policies and procedures within their own organisations.	appropriately to senior managers ✓ Provide data and narrative on safeguarding activity to senior managers and BSAB ✓ Maintain high quality multi-agency relationships that support challenge of practice ✓ Escalate high risk or high-profile cases appropriately ✓ Identify cases/issues that require advice from legal colleagues ✓ Seek 360 feedback to ensure that safeguarding is meeting adults' outcomes and reducing risks. This should include feedback from administrative colleagues ✓ Current knowledge of the status of commissioned care services ✓ Knowledge of key legislation and ability to explain this appropriately to staff ✓ Chair high quality safeguarding and self-neglect planning and outcome meetings	evaluation of safeguarding practice ✓ Challenge of poor practice and identifying solutions to improve this in a timely manner (internally and multi-agency). Escalation issues that could not be resolved appropriately to maintain working relationships ✓ Annual PDR or other appraisal system includes key skills required to manage safeguarding, mental capacity assessments and self-neglect ✓ Resources being used to develop new staff to build confidence and knowledge to manage safeguarding ✓ Working relationships with commissioners and access to appropriate information	✓ [Special Measures](#)

		✓ Evidence of cascading of information via supervision or team meetings etc	

Staff Group D	Competence indicator	Possible Evidence	Possible learning and development opportunities
Workers in this group are responsible for demonstrating that their organisation is, at all levels, fully committed to Safeguarding Adults and have in place appropriate systems and resources to support this work in an intra an inter-agency context **This includes all BSAB**	✓ Agree, implement and report on plans and targets for safeguarding at a strategic level within your organisation ✓ Identify and address multi agency working that impact on safeguarding or self-neglect. ✓ Escalate issues to the Board ✓ Cascade learning from SARs and other learning events to staff. ✓ Key messages about safeguarding are accessible to the public and other agencies ✓ Commissioned services deliver high quality care and manage safeguarding appropriately ✓ Staff are appropriately trained, and safeguarding practice is consistently delivered to a high standard	✓ Attendance of BSAB meetings and evidence that the key messages are cascaded within organisations ✓ Engagement with relevant regional and/or national forums – e.g ADASS, NHS England meetings etc ✓ Key safeguarding messages communicated and their impact on practice evidenced ✓ Prevention strategies, based on audit evidence and feedback from customers and their advocates, are developed and resourced to prevent harm and abuse	✓ [Guidance on PiPOT](#) ✓ [SCIE guide for senior managers](#)

Partner organisation members,	✓ Maintain systems that provide data that provide assurances on the quality of safeguarding ✓ Clear escalation routes are in place within the organisation and share with other partners to resolve issues in a timely manner	✓ Regular updates provided to BSAB on safeguarding practice ✓ Consideration and involvement in SARs and other learning events ✓ Contracts deliver high quality services ✓ Challenge meetings/conversations with colleagues within and external to your organisation that result in positive change to systems/practice or relationships ✓ Use of regional and national data to evaluate quality of safeguarding services ✓ Preparation for inspection and assessment (e.g. from the CQC). ✓ Engage with scrutiny and other processes to provide public accountability	

Version 7 approved L&D April 2024