**Southampton, Hampshire, Isle of Wight and Portsmouth (SHIP)
Local Safeguarding Adults Boards**

SHIP 4LSAB Multi-Agency Learning and Development Guidance for Safeguarding Adults – November 2020

November 2020

This multi-agency learning and development guidance is designed to support the development of best practice in relation to safeguarding adults across Southampton, Hampshire and Isle of Wight and Portsmouth local authority areas.

Contents

1. Introduction and Context

This multi-agency learning and development guidance is designed to support the development of best practice in adult safeguarding work and to ensure that people working with adults at risk across all sectors.

1.1. Central to effective safeguarding adults, vulnerable adults and/or adults at risk is a competent and well-trained workforce. The four Local Safeguarding Adults Boards in Hampshire and the Isle of Wight (here after referred to as the 4LSAB's) are committed to ensuring the workforce is competent and confident to carry out their responsibilities to safeguard adults at risk. This multi-agency learning and development guidance is designed to support the development of best practice in adult safeguarding work and to ensure that people working with adults at risk across all sectors are able to meet the standards outlined in the local Multi-Agency Safeguarding Adults Policy and Guidance as well as the statutory safeguarding duties under the Care Act 2014.

1.2. This learning and development guidance has been informed by the requirements outlined in the following relevant legislation and guidance:

- The Care Act (2014) (England) Statutory Guidance.
  - The Care Act (2014) introduced the first statutory framework for adult safeguarding which enacted the principle that safeguarding the responsibility of all agencies and requires them to adopt a proportionate, transparent outcome focused approach. The Act also establishes 'Making Safeguarding Personal', as core practice. This demands a move away from procedurally driven safeguarding to an approach in which the adult and their wishes shape and drive safeguarding activity in order to achieve the outcomes they want.
- Hampshire, IOW, Portsmouth and Southampton 4LSAB Multi-Agency Safeguarding Adults Policy and Guidance and toolkit (2020).
- Adult Safeguarding: Statement of Government Policy (GOV.UK, 2011).
- Roles and Responsibilities in Adult Safeguarding in Health and Care Services (CQC, 2014).
- Safeguarding Adults, a National Framework of Standards for Good Practice and Outcomes in Adult Protection Work (ADASS, 2005).

- The National Competency Framework for Safeguarding Adults (NCPQSW, 2015) *The Bournemouth Document*

- Adult Safeguarding: Roles and Competencies for Health Care Staff: Intercollegiate Document (RCN, 2018).

1.3. This guidance has been designed to help inform both single-agency and multi-agency safeguarding learning and development plans. It seeks to establish a consistent approach across agencies and can be used as a reference tool to benchmark training provision.

1.4. Individual organisations are responsible for ensuring their workforce have the necessary skills and knowledge aligned to the most appropriate safeguarding adult competency framework.

1.5. There is an expectation that organisations will adopt this guidance through their own internal governance processes.

1.6. The 4LSABs may hold agencies and / or organisations to account, requesting assurance in relation to their individual workforce development strategies.

2. Underpinning Principles

This guidance is underpinned by a number of important principles which include:

2.1 Learning and development activity should create an ethos which values working collaboratively with others, places the service user at the center of practice, respects diversity, promotes equality and human rights, dignity, freedom and respect for others.

2.2 The 'Making Safeguarding Personal' approach is the driving principle underpinning all adult safeguarding learning and development activity.

2.3 Individual agencies are accountable and responsible for ensuring that their workforce has the required knowledge and competencies to carry out their responsibilities for safeguarding adults.

2.4 The approach described in this document emphasises the multi-agency delivery of the guidance and related training programmes.

2.5 Multi-agency learning and development opportunities created through the approach outlined in this guidance will complement and not replace single agency arrangements. This will promote consistency and is an effective way of promoting a common and shared understanding of the respective roles and responsibilities of different professionals and can contribute to effective working relationships.

2.6 The success of this guidance depends on organisations adopting its recommendations and a collaborative approach.

This Guidance promotes the six principles of safeguarding as outlined in the Care Act (2015):

- **Empowerment** – Personalisation and the presumption of person-led decisions and informed consent

- **Prevention** – be proactive to stop safeguarding concerns from developing in the first place.

- **Proportionality** – Proportionate and least intrusive response appropriate to the risk represented

- **Protection** – Support and representation for those in greatest need

- **Partnership** – Partner with local services and communities to help prevent, detect, and report suspected cases of neglect and abuse.

- **Accountability** – Accountability and transparency in delivering safeguarding functions.

3 Organisations and groups covered by the guidance:

3.1 This guidance aims to provide direction for all agencies and organisations working across the Southampton, Hampshire, Isle of Wight and Portsmouth local authority areas, including voluntary, statutory and private sector providers who are commissioned to deliver services in the aforementioned local authority areas, to develop their response to their workforce requirements when supporting adults at risk.

3.2 The guidance aims to signpost organisations to the current safeguarding training frameworks which are most relevant within their organisations. The most pertinent reference documents are:

- NCPQSW. National Competency Framework for Safeguarding Adults (2015)

- RCN. Adult Safeguarding: Roles and Competencies for Health Care Staff: Intercollegiate Document (2018).

4 Competence

4.1 It is widely acknowledged that individuals have preferred ways of learning. Staff will usually complete their initial statutory safeguarding training through a face to face courses, e-learning or virtual learning. This guidance recommends that managers are assured that individuals have embedded their learning into practice through gathering and maintaining evidence (see diagram 1) to demonstrate competence. Suggested ways of achieving this fall into three broad categories, but are not limited to:

- Direct Evidence

SHIP 4LSAB Multi-Agency Learning and Development Guidance for Safeguarding Adults – November 2020
Review Date – November 2023

5 | Page

- Indirect Evidence
- Supplementary Evidence

Diagram 1 Methods of demonstrating evidence of competency

4.2 It is important to note that the safeguarding functions may link to broad role types, which are described, rather than staff roles being specified. It is also possible that some roles may sit in more than one level / category. Therefore, individual organisations will be responsible for mapping broad staff roles against the functions and role types outlined in order to find what is best suited (appendix 1)

4.3 If managers are assured that staff have the necessary skills and knowledge outlined against these role types the workforce development subgroup support the principle of training portability for SHIP 4LSAB workforce development.

5   Implementation

5.1 Individual organisations will be responsible for the implementation within their own agency including mapping specific staff roles against the guidance documents as identified within the text.

5.2 As a consequence of covid-19 4LSAB partner organisations now require revised implementation methods and prioritisation of training topics to deliver adult safeguarding training during a pandemic.

5.3 Individual organisations are encouraged to use the documents referenced within this framework, to benchmark their current training and education provision, around adult safeguarding and to use the content to develop single agency provision.

5.4 Any learning and development activity offered by any of the 4LSABs should be made available to all partner organisations.

5.5 The guidance needs to be read in conjunction with the [4LSAB Multi-agency Safeguarding Adults Policy and Guidance](#) (3rd Edition 2020)

5.6 The guidance will be reviewed after three years.

SHIP 4LSAB Multi-Agency Learning and Development Guidance for Safeguarding Adults – November 2020
Review Date – November 2023

7 | Page

Reference List

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NCPQSW. (2015). National Competency Framework for Safeguarding Adults. [online] National Centre for Post-Qualifying Social Work and Professional Practice, Bournemouth University. Available at: https://ncpqsw.com/publications/national-competency-framework-for-safeguarding-adults-comprehensive-version/ [Accessed 8 Apr. 2019].

RCN (2018). Adult Safeguarding: Roles and Competencies for Health Care Staff: Intercollegiate Document. [online] London: Royal College of Nursing. Available at: https://www.rcn.org.uk/professional-development/publications/pub-007069 [Accessed 8 Apr. 2019]

SHIP 4LSAB Multi-Agency Learning and Development Guidance for Safeguarding Adults – November 2020
Review Date – November 2023

8 | Page

Appendix 1 - mapping staff roles against functions and role types

Essential Awareness – 'Safeguarding is Everybody's Responsibility''

Function: To raise awareness of abuse and neglect and to develop community engagement

Learning Outcomes	1) Understanding of the term 'safeguarding adults' 2) Understanding of the types of abuse 3) Knowledge of how to report concerns 4) Knowledge of what will happen next 5) Understanding of 'Keeping Safe' 6) Confidence to report concerns
Target audiences	- Local communities - Voluntary organisations and volunteers - Service users, carers and relatives - Children and young people
Content	1) Safeguarding adults' terms and definitions 2) Types of abuse and the contexts in which it can occur 3) Signs and indicators of abuse/neglect 4) How to report concerns and what will happen next 5) 'Keeping Safe' 6) Channels available to report other types of concerns
Suggested delivery methods	Leaflets and other publicity material, LSAB Website, LSAB led engagement events and targeted awareness sessions

Alerters

Function: To identify abuse or neglect and to report concerns appropriately

Learning outcomes	1) Awareness of own agency's adult safeguarding policy 2) Understanding of abuse types and its contexts 3) Ability to recognise signs of abuse/neglect 4) Ability to follow reporting procedures 5) Understanding of individual responsibility re safeguarding

SHIP 4LSAB Multi-Agency Learning and Development Guidance for Safeguarding Adults – November 2020
Review Date – November 2023

9 | Page

Target audiences	- All staff as part of their induction - All front-line staff including those in 'spotter roles' in all agencies* - Ancillary staff - People working in children's services - GPs and primary care workers - Staff working in prisons and other custodial settings - Voluntary organisations and volunteers * Will include front line staff in fire and rescue, police and neighbourhood teams, housing, health, social care
Content	1) Basic safeguarding awareness 2) Types of abuse and the contexts in which can occur 3) Indicators of abuse/neglect 4) Preserving evidence 5) How to report concerns 6) Ethos: Human Rights, Dignity, Making Safeguarding Personal 7) Mental Capacity and DOLS essential awareness 8) Whistleblowing 9) Rules of confidentiality, consent and information sharing 10) Recording
Suggested delivery methods	Single agency delivery: induction, basic awareness sessions, E learning module and study aids using standardised training packs and material, HSAB website, leaflets and other publicity material.

Responders

Function: Staff with professional and organisational responsibility for adult safeguarding and who may be called upon to lead safeguarding enquiries.

Learning outcomes	As part of safeguarding activity, demonstrate an ability to: 1) Work within an appropriate legal, policy and professional context 2) Adopt a person-centred approach 3) Work preventively with adults at risk 4) Identify and respond effectively to factors increasing vulnerability to abuse

SHIP 4LSAB Multi-Agency Learning and Development Guidance for Safeguarding Adults – November 2020
Review Date – November 2023

10 | Page

	5) Identify and respond appropriately to abuse/causal factors in abusive situations 6) Undertake effective risk assessment and management 7) Access and use effectively a range of community safety processes 8) Develop effective risk/safeguarding plans 9) Share information appropriately and engage all relevant partners 10) Undertake robust safeguarding enquiries or request others to 11) Access appropriate advocacy support for service users 12) Ensure the person's mental capacity is considered 13) Ensure safeguarding activity is appropriate and proportionate 14) Access all relevant legal powers and remedies 15) Respond appropriately to adults at risk who cause harm 16) Implement effective strategies to manager self-neglect 17) Respond appropriately to concerns about human trafficking and modern slavery 18) Respond appropriately to concerns re HBV and forced marriage 19) Access support for the recovery from abuse/neglect 20) Undertake contemporaneous record keeping 21) Provide credible testimony in court 22) Consult with line management and be accountable 23) Feedback to those making referrals on the status of the case as appropriate.
Target audiences	Professionals and/or safeguarding practitioners who may be expected to undertake safeguarding enquiries such as: - Qualified social workers - Managers of care services - Qualified/clinical nursing and medical staff - Police investigators - Probation (CRC and NPS) - Community safety managers - Housing managers - Prison managers

SHIP 4LSAB Multi-Agency Learning and Development Guidance for Safeguarding Adults – November 2020
Review Date – November 2023

11 | Page

Content	1) Making Safeguarding Personal
	2) Detailed safeguarding awareness + legal, policy, professional context
	3) Prevention and early intervention
	4) Risk assessment and management
	5) Evidence gathering and interview skills
	6) Legal powers and remedies
	7) Information sharing duties and powers
	8) Recording
	9) Defensible decision making
	10) MCA/ DOLS
	11) Specific forms of risk - self neglect, fire safety, domestic violence
	12) Anti-social behaviour, human trafficking/modern slavery, PREVENT
	13) Honour violence, forced marriage, FGM
	14) Court skills
	15) Interpersonal skills and 'difficult conversations'
Suggested delivery methods	Multi agency delivery: modular training programme, case study material and exercises, multi-agency seminars and workshops, practice guidance and toolkits, Policy and Practice Updates, HSAB website, promotion of Communities of Practice and Knowledge Hub and safeguarding practitioner forums.

Specialist staff

Function: To support safeguarding enquiries through the provision of professional/clinical advice and support

Learning outcomes	As part of safeguarding activity, demonstrate an ability to:
	1) Work within an appropriate legal, policy and professional context
	2) Adopt a person centred approach
	3) Work preventatively with adults at risk
	4) Identify and respond effectively to factors increasing vulnerability to abuse
	5) Identify and appropriately to abuse/causal factors in abusive situations

SHIP 4LSAB Multi-Agency Learning and Development Guidance for Safeguarding Adults – November 2020
Review Date – November 2023

12 | Page

	6) Engage in activities related to s.42 enquiries as appropriate
	7) Engage effectively in risk assessment and management processes
	8) Undertake assessments and reports to inform safeguarding activity
	9) Engage effectively in strategies to help manage self-neglect
	10) Participate in the development of effective risk/safeguarding plans
	11) Share information appropriately
	12) Ensure the person's mental capacity is considered
	13) Access support for the recovery from abuse/neglect
	14) Provide subject related advice and support to safeguarding leads
	15) Undertake contemporaneous record keeping
	16) Provide credible testimony in court
	17) Consult with line management and be accountable
Target audiences	Specialist staff who may be called upon to provide advice or support to safeguarding leads as part of undertaking safeguarding enquiries: - Mental capacity leads, best interests assessors and DOLS - Advocates - Therapists e.g. occupational therapy, physiotherapy, SALT, dietician - Clinical e.g. tissue viability, brain injury, psychiatry, psychology - Designated Adult Safeguarding Managers - Designated safeguarding lead GP, nurse roles - Staff working in Multi Agency Safeguarding Hubs - Older persons mental health and dementia - Learning disability, mental health, substance misuse - Probation (CRC and NPS) - Fire and Rescue - Domestic abuse - Community safety (anti-social behaviour, hate crime, PREVENT) - Forced marriage and honour violence - Housing - Appropriate Adults - Registered Intermediaries - Commissioning, contracts and procurement - Legal services

SHIP 4LSAB Multi-Agency Learning and Development Guidance for Safeguarding Adults – November 2020
Review Date – November 2023

13 | Page

Content	1) Making Safeguarding Personal
	2) Detailed safeguarding awareness
	3) Prevention and early intervention
	4) Risk assessment and management
	5) Information sharing duties and powers
	6) Recording and defensible decision making
	7) Specific forms of risk - self neglect, fire safety
	8) MCA/ DOLS
	9) Interpersonal skills and difficult conversations
	10) Court skills
	11) Whistle blowing
Suggested delivery methods	Multi agency delivery: modular training programme, case study material and exercises, multi-agency seminars and workshops, practice guidance and toolkits, Policy and Practice Updates, LSAB website, promotion of Communities of Practice and Knowledge Hub, practice forums, webinars.

Decision Makers

Function: Making decisions about actions and next steps, chairing meetings and supervising staff undertaking safeguarding enquiries

Learning outcomes	As part of safeguarding activity, demonstrate an ability to:
	1) Work within an appropriate legal, policy and professional context
	2) Engage all relevant partners in safeguarding activity
	3) Manage the information sharing process appropriately
	4) Chair safeguarding and multi-disciplinary meetings effectively
	5) Manage parallel processes within specific safeguarding activity
	6) Negotiate and manage/resolve conflict
	7) Ensure all relevant legal powers and remedies are accessed
	8) Ensure appropriate community safety processes are accessed
	9) Ensure appropriate advocacy support is accessed
	10) Lead the risk management process and development of risk plans
	11) Provide effective support to staff engaged in safeguarding activity
	12) Provide management oversight of safeguarding activity

SHIP 4LSAB Multi-Agency Learning and Development Guidance for Safeguarding Adults – November 2020
Review Date – November 2023

14 | Page

	13) Ensure safeguarding activity is appropriate and proportionate
	14) Ensure practice is consistent with Making Safeguarding Personal
	15) Identify and respond to learning highlighted in specific cases
	16) Identify and refer cases requiring a multi-agency review
	17) Provide credible testimony in court
	18) Consult with line management and be accountable
	19) Provide supervision and opportunities for reflective practice
Target audiences	Managers who are responsible for making decisions about next steps and who may be expected to chair safeguarding and multi-agency risk management meetings in agencies such as: - Adult social care - NHS - Police - Community safety - Housing - Probation (CRC and NPS) - Prison
Content	1) Detailed safeguarding awareness + legal, policy, professional context 2) Making Safeguarding Personal 3) Prevention and early intervention 4) Risk assessment and management 5) Evidence gathering and interview skills 6) Legal powers and remedies 7) Information sharing duties and powers 8) MCA/ DOLS 9) Self-neglect, fire safety, domestic violence 10) Anti-social behaviour, human trafficking/modern slavery, PREVENT 11) Forced marriage, honour violence, FGM 12) Court skills 13) Interpersonal skills and difficult conversations 14) Recording and defensible decision making 15) Chairing meetings

SHIP 4LSAB Multi-Agency Learning and Development Guidance for Safeguarding Adults – November 2020
Review Date – November 2023

15 | Page

	16) Supervision and reflective practice
	17) Learning and Review Framework
	18) Safeguarding Adult Review Process
Suggested delivery methods	Multi agency delivery: modular training programme, case study material and exercises, multi-agency seminars and workshops, practice guidance and toolkits, Policy and Practice Updates, LSAB website, promotion of Communities of Practice and Knowledge Hub and practice forums, webinars.

Board/Governance Roles

Function: To scrutinise adult safeguarding work and to challenge and hold the organisation and safeguarding partnership to account.

Learning outcomes	As part of the governance and scrutiny role, demonstrate an ability to: 1) Understand the legal, policy and professional context for safeguarding 2) Understand the respective roles and responsibilities of partners 3) Provide effective strategic leadership for safeguarding as a partnership 4) Provide effective strategic leadership for safeguarding internally 5) Understand and respond effectively to Care Act 2014 statutory duties 6) Hold local agencies to account for their safeguarding work 7) Ensure serious cases are reviewed and lessons learned 8) Ensure learning is applied in practice 9) Promote person centred and outcome based approaches
Target audiences	Local Safeguarding Adult Boards Member organisations' safeguarding committees and governance boards Senior management teams Chief officers Members
Content	Legal, policy, professional context for adult safeguarding Role of the LSAB

	Roles and responsibilities of partners
	Care Act 2014 safeguarding provisions and statutory duties
	Board governance arrangements
	Scrutiny and key questions
	Horizon scanning
	Sector led improvement frameworks
	Peer Challenge
	Quality Assurance Framework
	Learning and Review Framework
	Safeguarding Adult Reviews
	Making Safeguarding Personal
Suggested delivery methods	Multi agency delivery: seminars, workshops, case study material, practice guidance, policy and practice bulletin, LSABS website, Communities of Practice and Knowledge Hub. Webinars

SHIP 4LSAB Multi-Agency Learning and Development Guidance for Safeguarding Adults – November 2020
Review Date – November 2023

17 | Page