



## Safeguarding Children & Adult Competency Framework 2022-2025 (Northern Ireland)

### Level 1 - Foundation and Introduction

<b>Applicable Roles:</b>	Members of this group have a responsibility to contribute to Safeguarding Adults and Children, but do not have specific organisational responsibility or statutory authority to intervene.		
	<b>All</b> support staff and community volunteers including those that govern Fire and Rescue Services		
<b>Delivery Methods:</b>	E-Learning	To be completed within 4 weeks of commencing role	Refreshed annually

<b>Competencies for those working with children, young people, and their families</b>	<b>Competencies for those working with adults</b>
<ol style="list-style-type: none"><li>1. To understand and demonstrate what Safeguarding is and how to promote the welfare of children and young people.</li><li>2. To recognise how own values, beliefs, and attitudes influence judgements in safeguarding work.</li><li>3. To understand the local early help, process, and their role in it.</li><li>4. To be aware of definitions, types of abuse and neglect and how to recognise signs and indicators of harm.</li><li>5. To be aware of who can harm children and young people and how.</li></ol>	<ol style="list-style-type: none"><li>1. To understand and demonstrate what Adult Safeguarding is.</li><li>2. To recognise how own values, beliefs, and attitudes influence judgements in safeguarding work.</li><li>3. To recognise Adults in Need of Safeguarding and take appropriate action.</li><li>4. To understand dignity and respect when working with individuals.</li><li>5. To understand the procedures for raising a concern</li></ol>

<b>Competencies for those working with children, young people, and their families</b>	<b>Competencies for those working with adults</b>
<p>6. To recognise particular vulnerabilities for certain groups of children and young people.</p> <p>7. To understand procedures and duty of care to report safeguarding concerns and how to submit concerns.</p> <p>8. To understand the expected standards of behaviour and codes of conduct of staff and volunteers.</p>	<p>6. To have knowledge of policy, procedures and legislation that supports Safeguarding Adults activity.</p> <p>7. To ensure effective administration and quality of Safeguarding processes.</p>

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## Level 1a - Awareness

<b>Applicable Roles:</b>	Members of this group will have an organisational Duty of Care to Safeguarding Adults and Children. They have to be able to act on concerns and contribute appropriately to local and national policies, legislation, and procedures.		
Those responsible for the governance of the service: <ul style="list-style-type: none"> <li>• Frontline personnel</li> <li>• Senior Leadership Teams</li> <li>• Group Managers</li> <li>• Station Managers</li> <li>• Protection Staff</li> </ul>			
<b>Delivery Methods:</b>	Face to Face  eLearning	To be completed within 4 weeks of commencing role	Refreshed every three years

Competencies for those working with children, young people, and their families	Competencies for those working with adults
<b>As per Level 1 Foundation and Introduction plus:</b>	
<ol style="list-style-type: none"> <li>1. To be aware of legislation, statutory guidance, procedures, and local arrangements for safeguarding and how to act in accord with them.</li> <li>2. To be aware of consent and capacity issues</li> <li>3. To be able to identify child's needs and parent's capacity to meet needs.</li> <li>4. To be able to recognise wider risk and vulnerability indicators and impact of environmental factors (Contextual Safeguarding).</li> </ol>	<ol style="list-style-type: none"> <li>1. To ensure service users are informed and supported in their decision making around Safeguarding Adults Concerns.</li> <li>2. To ensure information is shared appropriately and all relevant partners are informed.</li> <li>3. To demonstrate appropriate responses to Safeguarding Adults concerns.</li> <li>4. To maintain accurate, relevant, and complete records.</li> <li>5. To be aware of legislation, national and local policy, and procedural frameworks.</li> </ol>

**Competencies for those working with children, young people, and their families**

**Competencies for those working with adults**

- 5. To recognise the barriers for children which inhibit disclosure of harm and support children to express their concerns and needs.
- 6. To promote the participation of children and work in partnership with their families.
- 7. To be aware that children may receive care from adults who also have care and support needs and may need safeguarding assessment/referral.
- 8. To be aware of professional abuse and to raise concerns about the conduct of colleagues.
- 9. To seek advice/supervision and refer/report if a safeguarding concern is identified.
- 10. To document concerns effectively and share information appropriately and work collaboratively in the multi-agency system.

- 6. To demonstrate skills and knowledge to contribute effectively to the Safeguarding process.

## Level 2 - Awareness

<b>Applicable Roles:</b>	Members of this group will have organisational responsibility for Safeguarding Adults and Children. They have to be able to act on concerns and contribute appropriately to local and national policies, legislation, and procedures. This group may need to work within an inter or multi-agency context.		
Those responsible for the governance of the service: <ul style="list-style-type: none"> <li>• Prevention</li> <li>• Volunteer Cadet Leaders</li> </ul>			
<b>Delivery Methods:</b>	Face to Face	To be completed within 4 weeks of commencing role	Refreshed every three years

Competencies for those working with children, young people, and their families	Competencies for those working with adults
<b>As per Level 1 Foundation and Introduction plus:</b>	
<ol style="list-style-type: none"> <li>1. To be aware of legislation, statutory guidance, procedures, and local arrangements for safeguarding and how to act in accord with them.</li> <li>2. To be aware of consent and capacity issues</li> <li>3. To be able to identify child's needs and parent's capacity to meet needs.</li> <li>4. To be able to recognise wider risk and vulnerability indicators and impact of environmental factors (Contextual Safeguarding).</li> <li>5. To recognise the barriers for children which inhibit disclosure of harm and support children to express their concerns and needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. To ensure service users are informed and supported in their decision making around Safeguarding Adults Concerns.</li> <li>2. To ensure information is shared appropriately and all relevant partners are informed.</li> <li>3. To demonstrate appropriate responses to Safeguarding Adults concerns.</li> <li>4. To maintain accurate, relevant, and complete records.</li> <li>5. To manage Safeguarding Adults concerns and enquiries.</li> <li>6. To be aware of legislation, national and local policy, and procedural frameworks.</li> </ol>

<b>Competencies for those working with children, young people, and their families</b>	<b>Competencies for those working with adults</b>
<ul style="list-style-type: none"> <li>6. To promote the participation of children and work in partnership with their families.</li> <li>7. To be aware that children may receive care from adults who also have care and support needs and may need safeguarding assessment/referral.</li> <li>8. To be aware of professional abuse and to raise concerns about the conduct of colleagues.</li> <li>9. To seek advice/supervision and refer/report if a safeguarding concern is identified.</li> <li>10. To document concerns effectively and share information appropriately and work collaboratively in the multi-agency system.</li> </ul>	<ul style="list-style-type: none"> <li>7. To demonstrate skills and knowledge to contribute effectively to the Safeguarding process.</li> </ul>

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## Safeguarding Professional Level 3

<b>Applicable Roles:</b>	Members of this group are responsible for ensuring delivery of Safeguarding services is effective and efficient within their teams. In addition, they will have oversight of the development of systems, policies, and procedures within their organisation		
	<ul style="list-style-type: none"> <li>Responsible Person</li> <li>Area Manager for Protection/Prevention</li> <li>Safeguarding Officers or those roles specific in dealing with safeguarding referrals within service</li> </ul>		
<b>Delivery Methods:</b>	Face to Face	To be completed within 4 weeks of commencing role	Refreshed every three years

Competencies for those working with children, young people, and their families	Competencies for those working with adults
<b>As in Level 1 (Foundation and Introduction) &amp; Level 2 (Awareness) and additionally:</b>	
<ol style="list-style-type: none"> <li>To work together on a multi-agency basis and contribute to accordingly, including providing challenge or escalating concerns if necessary.</li> <li>To understand arrangements required to contribute to processes such as Early Help, Child Protection, assessments, and conferences.</li> <li>To recognise the importance of family history and functioning, including the impact of parenting issues, such as domestic abuse or substance misuse on parenting capacity (Toxic Trio).</li> <li>To have the ability to analyse complex dynamics such as grooming, the cycle of change or working with complex families.</li> </ol>	<ol style="list-style-type: none"> <li>To provide professional supervision of staff and promote Adult Safeguarding.</li> <li>To contribute to inter/multi agency systems to promote best practice.</li> <li>To support the development of robust internal systems to provide a consistent, high quality Safeguarding Adults service delivery.</li> <li>To chair Safeguarding Adults meetings or discussions.</li> <li>To ensure recording systems are robust and fit for purpose.</li> </ol>

<b>Competencies for those working with children, young people, and their families</b>	<b>Competencies for those working with adults</b>
<ul style="list-style-type: none"> <li>5. To have knowledge of the impact of trauma on children and young people.</li> <li>6. To be able to work directly with children, young people, and their families to promote their participation.</li> <li>7. To be aware of local and national resources that can be used to support children, young people, and families.</li> <li>8. To be able to use supervision and guidance in order to critically analyse and reflect upon practice.</li> </ul>	

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## Level 4 & 5 – Strategic Lead/ Professional Advisor/ Deputy to Strategic Lead

<b>Applicable Roles:</b>	Members of this group are responsible for ensuring their organisation is, at all levels, fully committed to Safeguarding and have in place appropriate systems and resources to support this work in an inter/multi-agency context.		
	<ul style="list-style-type: none"> <li>Level 5 Head of Safeguarding and/ or Professional Advisor for Service (ACFRO)</li> <li>Level 4 Deputy Safeguarding Officer (AC – Prevention &amp; Protection)</li> </ul>		
<b>Delivery Methods:</b>	Independent Training	Dependent on qualifications. Designated Officer Training Adult Safeguarding Champion and Appointed Person Training	Refreshed every 3 years with ongoing CPD

<b>Competencies for those working with children, young people, and their families</b>	<b>Competencies for those working with adults</b>
<b>As per Safeguarding Professional Level 3 plus:</b>	
<ol style="list-style-type: none"> <li>To ensure that safeguarding is embedded strategically and promoted across the service.</li> <li>To ensure awareness of legislation, guidance, standards, regulations, and section 11 requirements.</li> <li>To work together on a multi-agency basis and contribute to accordingly, including providing challenge or escalating concerns if necessary.</li> <li>To ensure robust governance including good communication within and across the Service.</li> <li>To ensure there are effective systems, procedures, policies, training, and supervision in place.</li> <li>To ensure effective co-operational between partners to improve effectiveness of safeguarding across the system.</li> </ol>	<ol style="list-style-type: none"> <li>To lead the development of effective policy and procedures for Safeguarding Adult services in your organisation.</li> <li>To lead on strategic planning in line with Local Adults Safeguarding Partnerships.</li> <li>To develop and maintain systems to ensure the involvement of those who use NIFRS services in the evaluation and development of Safeguarding services.</li> <li>To promote awareness of Safeguarding Adults systems within and outside of NIFRS.</li> </ol>

<b>Competencies for those working with children, young people, and their families</b>	<b>Competencies for those working with adults</b>
<p>7. To understand the findings of national and local case reviews and applying learning to practice.</p> <p>8. To promote effective and professional practice within their own organisation including managing performance.</p> <p>9. To promote a safeguarding culture.</p> <p>10. To have the ability to provide timely and competent safeguarding advice to practitioners and strategic leads.</p> <p>11. To ensure relevant staff receive reflective and challenging safeguarding supervision.</p> <p>12. To oversee the quality assurance and improvement processes in safeguarding work, including audits and reviews.</p> <p>13. To oversee the development of safeguarding policies, guidelines, and protocols in partnership with Human Resources.</p> <p>14. To have the ability to manage/undertake safe recruitment process in partnership with Human Resources.</p> <p>15. To have the ability to manage/assist with allegations made against staff in partnership with Human Resources.</p>	