

## **Safeguarding Children and Adults Training for CCG staff**

NHS Stockport CCG is committed to an environment that promotes equality, embraces diversity and respects human rights both within our workforce and in service delivery. This document should be implemented with due regard to this commitment.

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All health care organisations have a statutory duty to make arrangements to safeguard and promote the welfare of children, young people and adults at risk, and to co-operate with other agencies to protect children, young people and adults at risk from harm (Children Act 1989/2004; The Care Act 2014/2016).

It is important that all staff working with children, young people and adults at risk fully understand their responsibilities and duties as set out in the legislation, associate regulation and guidance as follows:

- Care Quality Commissions Fundamental Standards (2015)
- Children Act (1989/2004)
- Care Act (2014) (\*update March 2016)
- Equality Act (2010)
- Human Rights Act (1998)
- Intercollegiate Document – Safeguarding Children and Young People: Roles and Competencies for Health Staff (2014)
- Intercollegiate Document - Looked After Children: Knowledge Skills and Competences for Health Care Staff (2015)
- RCN Adult and Older People Competency Framework (DRAFT 2018)\*
- National Competence Framework for Safeguarding Adults (2015)
- NHS England Competency Framework for Prevent (2015)
- NHS Accountability & Assurance Framework (2015)
- NICE: Domestic Violence and Abuse: Multi agency working (2014)
- Working Together to Safeguard Children (2015)

This Safeguarding Training Strategy will ensure that the safeguarding of children, young people and adults at risk are protected in all contexts and at all times. This will be evident in the physical environment, the attitudes of all staff, the services provided and the systems present in all departments of the CCG.

The purpose of this Safeguarding Training Strategy is to provide a framework and clear guidance how the CCG will fulfil its commitments to ensure all staff, including bank, agency and volunteers are appropriately trained to safeguard children and adults at risk as defined by the legislation, associate regulation and guidance detailed above.

This will ensure that all staff who come into contact with children, young people, parents, carers and adults at risk know how to recognise the predisposing factors, signs and indicators of abuse. They should know who to contact for advice and support and be able to share information effectively within the organisation and with partner agencies in order to safeguard children, young people and adults at risk.

### Safeguarding Children Training for CCG staff

**Level 1:** All CCG staff are required to undertake level 1 training (this is the minimum entry level for all staff working in healthcare settings)  
**Level 2:** All staff who have any contact with children, young people and/or parents/carers are required to undertake level 2 training  
**Levels 3:** Staff who case manage children  
**Levels 4 & 5:** Are applicable to Designated Nurses & Named Leads  
  
**NB:** **The training requirements for the roles of Chair, CEOs, Executive Board leads and Board members will be described separately in this documentation**

Level 1: All staff working in health care settings		
Target Group	Level and suggested content	Training opportunities available
<p><b>CCG staff groups</b>                      All non- clinical staff, administrative, domestics, Board level executives &amp; non executives, lay members.</p> <p>Training must be accessed on induction or within 6 weeks of taking up the post.</p> <p>Competencies should be reviewed annually as part of staff appraisal in conjunction with individual learning and development plans.</p> <p>Over a three-year period staff should receive refresher training equivalent to a <b>minimum of 2 hours.</b></p>	<ul style="list-style-type: none"> <li>What is abuse and neglect;</li> <li>How to recognise abuse and neglect;</li> <li>To be able to understand the impact a parent/carer's physical and mental health can have on the wellbeing of a child or young person, including the impact of domestic violence;</li> <li>To be able to understand the risks associated with the internet and online social networking;</li> <li>Appropriate action to take if an individual has concerns.</li> </ul>	<p>Virtual College e-learning accessed via the CCG learning platform:  <a href="http://stockportccg.virtual-college.co.uk/">http://stockportccg.virtual-college.co.uk/</a></p>

Level 2: All staff who have any contact with children, young people and/or parents/carers		
Target Group	Level and suggested content	Training opportunities available
<p><b>CCG staff groups</b> Includes: administrators for safeguarding teams, GP practice managers, CHC adult assessors, pharmacists, health care assistants; quality performance specialists, equality and diversity lead, engagement and patient experience lead, engagement assistant &amp; customer care &amp; patient experience officers.</p> <p>Training should be undertaken within 6 months of coming into post.</p> <p><b>NB: Staff are required to have accessed level 1 training</b> Competencies should be reviewed annually as part of staff appraisal in conjunction with individual learning and development plans.</p> <p>Over a 3 year period staff should receive refresher training equivalent to a <b>minimum of 3-4</b> hours. Training should be tailored to the roles of individuals.</p>	<ul style="list-style-type: none"> <li>• Documentation and information sharing;</li> <li>• Professional roles and responsibilities;</li> <li>• Impact of parent/carer’s physical and mental health on the wellbeing of the child in order to be able to identify a child/young person at risk;</li> <li>• Using the early help assessment;</li> <li>• Using professional and clinical knowledge and understanding of what constitutes child maltreatment and how to recognise signs of abuse and neglect;</li> <li>• To be aware of the risk of Female Genital Mutilation (FGM) and be able to refer appropriately for further care and support;</li> <li>• To be able to identify and refer a child suspected of being a victim of trafficking and/or sexual exploitation;</li> <li>• To be aware of the risk factors for radicalisation and know who to contact regarding preventative action and support;</li> <li>• Acting in accordance with statutory and non- statutory guidance and legislation.</li> </ul>	<p>Virtual College e-learning accessed via the CCG learning platform: <a href="http://stockportccg.virtual-college.co.uk/">http://stockportccg.virtual-college.co.uk/</a></p> <p>Stockport Safeguarding Children Board: Working Together - face to face training. <a href="http://www.safeguardingchildreninstockport.org.uk">www.safeguardingchildreninstockport.org.uk</a> <a href="#">follow training link to book a place</a></p> <p>By arrangement face to face session provided by CCG Safeguarding Team.</p> <p><b>NB – the virtual college have designed their training to meet level 1 and 2 requirements and so there is only one course for these competencies.</b></p>

Level 3: All clinical staff working predominately with children and or their families who contribute to assessing, planning, intervening and evaluating the needs of a child and parenting capacity where there are safeguarding /child protection concerns.		
Target Group	Level and suggested content	Training opportunities available
<p><b>CCG staff groups</b> Designated and professional leads to be competent at this level. CHC Assessors and Leads involved in commissioning care for children and young people.</p> <p>General Practitioners (GPs) and Practice Nurses/Advanced Practitioners should access a minimum of 6 hours training evidenced over a 3 year period.</p>	<ul style="list-style-type: none"> <li>To be able to identify possible signs of sexual, physical or emotional abuse or neglect using child and family- focused approach;</li> <li>To be able to know what constitutes child maltreatment including the effects of carer/parental behaviour on children and young people;</li> <li>Identify, assess and meet the needs of children where there are safeguarding concerns;</li> <li>The impact of parenting issues such as domestic abuse, substance misuse on parenting capacity and the interagency response;</li> <li>Recognising the importance of family history and functioning;</li> <li>Working with family members including the lack of co-operation and superficial compliance within the context of the role;</li> <li>Awareness of interagency policy / national guidance, implications of legislation;</li> <li>Information sharing, confidentiality and consent;</li> <li>Remit and role of Local Safeguarding Children Boards;</li> <li>Interagency frameworks for safeguarding including the Early Help Assessment (EHA); Team around the Child and the role of the Lead Professional.</li> </ul> <p><u>Additional specialist competencies</u></p> <ul style="list-style-type: none"> <li>Interagency working;</li> <li>Contributing to serious case reviews/critical incidents/child death overview processes;</li> <li>Applying lessons learnt from audit and serious case reviews to improve practice;</li> <li>Advising others on appropriate information sharing.</li> </ul>	<p>National Skills academy for Health Level 3 e-learning Children <a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a></p> <p>E-learning for Healthcare.org.uk - in conjunction with the Royal Colleges. <a href="http://www.e-lfh.org.uk/projects/safeguarding-children/">www.e-lfh.org.uk/projects/safeguarding-children/</a></p> <p>CCG Training Manual: Lists level 3 e-learning links including:</p> <ul style="list-style-type: none"> <li>FGM</li> <li>Forced Marriage</li> <li>Sexual Exploitation</li> </ul> <p>Stockport Safeguarding Children Board Level 3 courses can be accessed via: <a href="http://www.safeguardingchildreninstockport.org.uk">www.safeguardingchildreninstockport.org.uk</a>. Follow training link to view range of courses and booking arrangements.</p> <p>Each Masterclass (x4 per year) for GPs and their practice staff will have a dedicated session for safeguarding children training which is mapped at the level 3 competency.</p>

Level 4: Specialist roles and Named Leads		
Target Group	Level and suggested content	Training opportunities available
<p><b>CCG Staff groups</b>                      Named GP;                      Designated Nurses in Adult, LAC and Children;                      Executive Nurse;                      Designated Doctor for Safeguarding Children.</p> <p>NB: Those undertaking <b>level 4</b> training do not need to repeat level <b>1, 2</b> or <b>3</b> training as it is anticipated that an update will be encompassed in <b>level 4</b> training.</p> <p>Competence should be reviewed annually as part of staff appraisal in conjunction with individual learning and development plan .</p> <p>Named professionals should attend a minimum of 24 hours of education, training and learning over a 3 year period. This should include non-clinical knowledge acquisition such as management, appraisal and supervision training.</p>	<ul style="list-style-type: none"> <li>• To be able to contribute to the development of robust internal safeguarding/child protection policy, guidelines, and protocols as a member of the safeguarding team;</li> <li>• To be able to know how to provide specialist advice to practitioners, both actively and reactively including clarification about organisational policies, legal issues and the management of child protection cases;</li> <li>• To be able to work effectively with colleagues from other organisations, providing advice as appropriate e.g. concerning safeguarding/child protection policy and legal frameworks, the health management of child protection concerns;</li> <li>• To be able to know how to undertake and contribute to serious case reviews/case management/significant case reviews, individual management views/individual agency reviews/internal management reviews. This will include the undertaking of chronologies, the development of action plans where appropriate, and leading internal management reviews as part of this;</li> <li>• To be able to be a trained provider of safeguarding/child protection supervision and/or support;</li> <li>• To be able to lead/oversee safeguarding quality assurance and improvement processes;</li> <li>• To be able to undertake risk assessments of organisational ability to safeguard/protect children and young people;</li> <li>• To be able to support colleagues in challenging views offered by other professionals, as appropriate;</li> <li>• To be able to support colleagues in challenging views offered by other professionals, as appropriate.</li> </ul>	<p><b>Please refer to all training opportunities available in level 3.</b></p> <p><b>Named professionals should</b> participate regularly in support groups or peer support networks for specialist professionals at a local and national level, according to professional guidelines (attendance should be recorded).</p> <p><b>Named professionals should</b> complete a management programme with a focus on leadership and change management within three years of taking up their post.</p> <p><b>Named Professionals responsible</b> for training of doctors are expected to have appropriate education.</p>

Level 5: Specialists roles– Designated professional staff groups		
Target Group	Level and suggested content	Training opportunities available
<p><b>CCG staff groups</b> Designated professionals <b>NB:</b> Training at <b>level 5</b> will include the training required at levels <b>1-4</b> and will negate the need to undertake refresher training at <b>levels 1-4</b> in addition to <b>level 5</b>.</p> <p>Designated professionals should attend a <b>minimum</b> of <b>24</b> hours of education, training and learning over a <b>3 year</b> period. This should include non-clinical knowledge acquisition such as management, appraisal, supervision training and the context of other professionals' work.</p>	<ul style="list-style-type: none"> <li>• To be able to know how to conduct a training needs analysis, and how to commission, plan, design, deliver, and evaluate safeguarding/child protection single and inter-agency training and teaching for staff across the health community;</li> <li>• To be able to know how to take a lead role in:               <ul style="list-style-type: none"> <li>○ Leading /overseeing safeguarding/child protection quality assurance and improvement across the health community;</li> <li>○ The implementation of national guidelines and auditing the effectiveness and quality of services across the health community against quality standards;</li> <li>○ Service development conducting the health component of serious case reviews/ case management reviews/significant case reviews drawing conclusions and developing an agreed action plan to address lessons learnt;</li> <li>○ Strategic and professional leadership across the health community on all aspects of safeguarding/ child protection;</li> <li>○ Multi-disciplinary team reviews;</li> <li>○ Regional and national safeguarding/child protection clinical networks (where appropriate);</li> </ul> </li> <li>• To be able to know how to give appropriate advice to specialist safeguarding/child protection professionals working within organisations;</li> <li>• To be able to know how to provide expert advice on increasing quality, productivity, and improving health outcomes for vulnerable children and those where there are safeguarding concerns;</li> <li>• To be able to oversee safeguarding/child protection quality assurance processes across the whole health community;</li> <li>• To be able to know how to provide expert advice to service planners and commissioners, to ensure all services commissioned meet the statutory requirement to safeguard of children;</li> <li>• To be able to know how to influence improvements in safeguarding/child protection services across the health community;</li> <li>• To be able to monitor services across the health community to ensure adherence to legislation, policy and key statutory and non-statutory guidance;</li> <li>• To be able to reconcile differences of opinion among colleagues from different</li> </ul>	<p><b>Please refer to all training opportunities available in level 3.</b></p> <p>Designated professionals should participate regularly in support groups or peer support.</p> <p>Networks for specialist professionals at a local, regional, and national level according to professional guidelines (and their attendance should be recorded).</p> <p>An executive level management programme with a focus on leadership and change.</p> <p>Management should be completed within 3 years of taking up the post.</p>

	<p>organisations and agencies.</p> <ul style="list-style-type: none"> <li>• To be able to proactively deal with strategic communications and the media on safeguarding/ child protection across the health community.</li> <li>• To be able to know how to work with public health officers to undertake robust safeguarding/child protection population-based needs assessments that establish current and future health needs and service requirements across the health community.</li> <li>• To be able to provide an evidence base for decisions around investment and disinvestment in services to improve the health of the local population and to safeguard/protect children and young people and articulate these decisions to executive officers.</li> </ul>	
<p><b>Board Level for Chief Executive Officers, Trust and Health Board Executive and non-executive directors/members, commissioning body Directors</b></p>		
	<p>All board members must have knowledge equivalent to all staff working within the healthcare setting (level 1) as well as Board level specific competences as identified below:</p> <ul style="list-style-type: none"> <li>• Demonstrates an awareness and understanding of child maltreatment.</li> <li>• Demonstrates an understanding of appropriate referral mechanisms and information sharing.</li> <li>• Demonstrates clear lines of accountability and governance within and across organisations for the commissioning and provision of services designed to safeguard and promote the welfare of children.</li> <li>• Demonstrates an awareness and understanding of effective board level leadership for the organisations safeguarding arrangements.</li> <li>• Demonstrates an awareness and understanding of arrangements to share relevant information.</li> <li>• Demonstrates an awareness and understanding of effective arrangements in place for the recruitment and appointment of staff, as well as safe whistle blowing.</li> <li>• Demonstrates an awareness and understanding of the need for appropriate safeguarding supervision and support for staff including undertaking safeguarding training.</li> <li>• Demonstrates collaborative working with lead and nominated professionals across agencies.</li> </ul>	<p>CCG level 1 e learning via CCG learning platform:  <a href="http://stockportccg.virtual-college.co.uk/">http://stockportccg.virtual-college.co.uk/</a></p> <p>Bespoke face to face training.</p> <p>All boards should have access to safeguarding advice and expertise through designated or named <b>leads</b>.</p>

### Safeguarding Adults Training for CCG staff

<b>Level 1:</b>	The minimum level of competence required of all staff working in a health care organisation.
<b>Level 2:</b>	All staff that has regular contact with patients, their families or carers, or the public. This is the minimum level of competence for all professionally qualified healthcare staff.
<b>Level 3:</b>	All staff who regularly contribute in the investigation of adults at risk of harm or abuse and/or their families / carers, (through the multi-agency safeguarding procedures, and assessing, planning, intervening and evaluating the needs of an adult that there are safeguarding concerns about).
<b>Level 4:</b>	Named Safeguarding Professionals (Adults).
<b>Level 5:</b>	Designated Professionals (Adults).
<b>NB:</b>	<b>The training requirements for the roles of Chair, CEOs, Executive Board leads and Board members will be described separately in this documentation</b>

LEVEL 1: All staff working in health care settings:		
Target Group	Level and suggested content	Training opportunities available
<p><b>CCG staff groups</b> All non-clinical staff, administrative, domestics, Board level Executives &amp; non executives, lay members Training must be accessed on induction or within 6 weeks of taking up the post Competencies should be reviewed annually as part of staff appraisal in conjunction with individual learning and development plans. Refresher training at a <b>minimum every three years</b>. The e-learning programme can also be accessed as part of refresher training</p>	<p>Competence at this level is about individuals knowing what things to look out for which may indicate possible harm or abuse, and knowing who to contact and seek advice from within their organisation if they have concerns, and identifying when patients are at risk of abuse or are being abused within their usual environments:</p> <ul style="list-style-type: none"> <li>• Recognising potential indicators of adult abuse, harm and neglect.</li> <li>• Able to identify who may be abusers and who may be at risk of abuse.</li> <li>• Awareness of the potential impact that an adult with physical and/or mental health difficulties, drug and alcohol problems may have on the wellbeing of an adult at risk of harm or on the wellbeing of a child.</li> <li>• An awareness of the importance of an adults rights in the safeguarding context, and the basic knowledge of relevant legislation including the Mental Capacity Act 2005</li> <li>• Awareness and ability to locate local policies and procedures and how to access support to deal with safeguarding concerns</li> <li>• Awareness of appropriate action including reporting and documenting concerns safely and seeking advice.</li> <li>• Building personal confidence, skill and knowledge to take immediate action through local safeguarding procedures. This should include escalation if action is not taken.</li> <li>• Awareness of information sharing, data protection legislation and acting</li> </ul>	<p>Virtual College e-learning accessed via the CCG learning platform: <a href="http://stockportccg.virtual-college.co.uk/">http://stockportccg.virtual-college.co.uk/</a></p> <p>Or via SMBC Safeguarding Alerter Training <a href="http://www.stockport.gov.uk/services/socialcarehealth/adultsocialcare/staffdevelopment/training/adultsocialcource/safeguardingadults/safeguardingvulnerableadultsfromabusealertertraining">http://www.stockport.gov.uk/services/socialcarehealth/adultsocialcare/staffdevelopment/training/adultsocialcource/safeguardingadults/safeguardingvulnerableadultsfromabusealertertraining</a></p>



	<p>safely to share information.</p> <ul style="list-style-type: none"> <li>• Know about adult abuse, harm and neglect in its different forms and the potential impact on adults at risk of harm or on children</li> <li>• Know what constitutes an adult at risk and eligibility for safeguarding intervention</li> <li>• Know about the relevance of family and carer factors such as domestic abuse, mental and physical ill-health, substance and alcohol misuse</li> <li>• Know what to do if there are concerns about adult abuse, harm and neglect, including local policies and procedures around who to contact, where to obtain further advice and support, and have awareness of how to raise concerns</li> <li>• Know about the importance of sharing information (including the consequences of failing to do so)</li> <li>• Know what to do if they feel that their concerns are not being taken seriously or they experience any other barriers to raising a concern about an adult at risk of abuse, harm or neglect</li> </ul>	
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**LEVEL 2 All CCG non-clinical and clinical staff who have any contact with adults**

Target Group	Level and suggested content	Training opportunities available
<p><b><u>CCG staff groups</u></b>                      Administrators for safeguarding teams, pharmacists, quality performance specialists, equality and diversity lead, engagement and patient experience lead, engagement assistant &amp; customer care &amp; patient experience officers, GP Practice managers, Health Care Assistants</p>	<p>Core competencies as outlined for Level 1 plus:</p> <ul style="list-style-type: none"> <li>• Uses professional and clinical knowledge, and understanding of what constitutes any signs of adult abuse, harm or neglect. Including the further recognition of local safeguarding priorities, for example FGM, Prevent, gang related activities;</li> <li>• Acts as an effective advocate for the adult at risk of abuse, harm or neglect;</li> <li>• Understands local safeguarding structures and arrangements ;</li> <li>• As appropriate to role, is able to refer to social care if a safeguarding concern is identified (aware of how to refer even if role does not encompass referrals);</li> <li>• Understands capacity legislation, DoLS legislation, the role of capacity advocates. Understands the role of lasting power of attorney and the role of the public guardian (check other countries here) and acts in best interests of the adult at risk as required;</li> <li>• Documents safeguarding concerns in order to be able to inform the relevant</li> </ul>	<p>Must complete training at Level 1 to complete level 2.</p> <p>Virtual College e-learning accessed via the CCG learning platform:  <a href="http://stockportccg.virtual-college.co.uk/">http://stockportccg.virtual-college.co.uk/</a></p> <p>or via SMBC Safeguarding Adults for Referrers Training  <a href="http://www.stockport.gov.uk/services/socialcarehealth/adultsocialcare/staffdevelopment/training/adultsocialcarecourses/safeguardingadu">http://www.stockport.gov.uk/services/socialcarehealth/adultsocialcare/staffdevelopment/training/adultsocialcarecourses/safeguardingadu</a></p>

<p><b>Training should be undertaken within 6 months of coming into post.</b></p> <p>This is the minimum level of competence for all professionally qualified healthcare staff.</p> <p>Competencies should be reviewed annually as part of staff appraisal in conjunction with individual learning and development plans.</p> <p>Refresher training at a minimum every three years. The e-learning programme can also be accessed as part of refresher training.</p>	<p>staff and agencies as necessary, maintains appropriate records, and differentiates between fact and opinion;</p> <ul style="list-style-type: none"> <li>• Shares appropriate and relevant information with other teams;</li> <li>• Acts in accordance with key statutory and non-statutory guidance and legislation including Human Rights Act, The Care Act (2014) and Professional Codes of Conduct;</li> <li>• Understands how to support people who do not feel able to participate in service support, for example environmental health issues;</li> <li>• Understands own and colleagues' roles, responsibilities, and professional boundaries, including professional abuse and can raise concerns about conduct of colleagues;</li> <li>• Understands how to access local safeguarding supervision, networks and support;</li> <li>• Understand aspects of the normal life course and the ways in which abuse and neglect may impact on this;</li> <li>• Understand that safeguarding issues may be associated with mental health problems, long-term conditions, drug and alcohol abuse, and domestic violence;</li> <li>• Understand the legal, professional, and ethical responsibilities around information sharing, including the use of directories and assessment frameworks;</li> <li>• Know the best practice in documentation, record keeping, and understand data protection issues in relation to information sharing for safeguarding purposes;</li> <li>• Understand the purpose and guidance around conducting safeguarding reviews;</li> <li>• Understand the professional duty to report crime in line with organisational and professional guidance;</li> <li>• Understand the importance of a person's best interests as reflected in legislation and key statutory and non-statutory guidance.</li> </ul>	<p><a href="#">Its</a></p>
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**LEVEL 3: All CCG clinical staff working with adults and who could potentially contribute to assessing, planning, intervening and evaluating the needs of adults where there are safeguarding concerns (through the multiagency safeguarding procedures, and assessing, planning, intervening and evaluating the needs of an adult that there are safeguarding concerns about).**

Target Group	Level and suggested content	Training opportunities available
<p><b><u>CCG staff groups</u></b>                      All clinical staff working with Adults at Specialist level CHC assessors, General Practitioners and Practice Nurses/Advanced Nurse Practitioners</p>	<p>Core competences as outlined for Level 1 and 2 plus:</p> <ul style="list-style-type: none"> <li>• Draws on clinical and professional knowledge and expertise of what constitutes adult abuse, harm or neglect to support others in fulfilling their adult safeguarding duties;</li> <li>• Undertakes and contributes to inter-agency assessments, the gathering and sharing of information and where appropriate, analysis of risk including supporting others to undertake these activities;</li> <li>• Undertakes regular documented reviews of own (and/or team) safeguarding practice as appropriate to role (in various ways, such as through audit, case discussion, peer review , reflective practice, supervision and as a component of refresher training);</li> <li>• Contributes to case reviews, panels, internal partnerships and local forms of review;</li> <li>• Works with other professionals and agencies, with adults and their families when there are safeguarding concerns;</li> <li>• Has a high level of knowledge about capacity legislation, DoLS , Coroners courts;</li> <li>• Knowledge of local multiagency safeguarding adults’ arrangements and procedures;</li> <li>• Awareness of the implications of legislation, inter-agency policy and national guidance;</li> <li>• Understanding of the importance of the individuals rights in the safeguarding context, and related legislation;</li> <li>• Understand coercion and control in personal relationship and its impact upon the individual’s decision making ability;</li> <li>• Understanding of the principles of information sharing, confidentiality, and consent related to adults at risk of harm or abuse;</li> <li>• Aware of the role and remit of the Safeguarding Adults Board (SAB);</li> <li>• Understand the assessment of risk and harm;</li> <li>• Understand the effects of carer behaviour and family factors on individuals, and appropriate inter-agency responses;</li> <li>• Know when to liaise with expert colleagues about the assessment and</li> </ul>	<p>Must complete training at Level 1 and 2 to complete level 3.</p> <p>Bespoke face to face training is available for CCG staff.</p> <p>or via :                      SMBC Safeguarding Adults inquiry officer training  <a href="https://www.stockport.gov.uk/safe-guarding-adults-inquiry-officer-training">https://www.stockport.gov.uk/safe-guarding-adults-inquiry-officer-training</a></p> <p>CCG Training Manual:                      Lists level 3 e learning links including:</p> <ul style="list-style-type: none"> <li>• FGM</li> <li>• Forced Marriage</li> <li>• Sexual Exploitation</li> </ul> <p>Follow training link to view range of courses and booking arrangements.</p> <p>Each Masterclass (x 4 per year) for GPs and their practice staff will have a dedicated session for safeguarding children/adults training which is mapped at the level 3 competency.</p>

	<p>management of the individual where there are concerns about safeguarding;</p> <ul style="list-style-type: none"> <li>• Understanding of ‘grooming’ techniques and how people causing harm gain power and control over others;</li> <li>• Understand the impact of an individual’s cultural and religious background when assessing risk to an individual;</li> <li>• Understand principles of effective supervision and peer support;</li> <li>• Understand processes for identifying whether an individual is known to professionals in social care and other agencies;</li> <li>• Know what to do when there is an insufficient response from organisations or agencies;</li> <li>• Know the long-term effects of abuse and how these can be detected and prevented.</li> </ul>	
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**LEVEL 4 Specialist roles and Named professionals**

Target Group	Level and suggested content	Training opportunities available
<p><b>CCG staff groups</b>                      Named GP                      Named professionals in Adult, LAC and Children                      Executive Nurse</p> <p><b>NB:</b> Those undertaking <b>level 4</b> training do not need to repeat level <b>1, 2</b> or <b>3</b> training as it is anticipated that an update will be encompassed in <b>level 4</b> training.</p> <p>Competence should be reviewed annually as part of staff appraisal in conjunction with individual learning and development plan.</p> <p>Named professionals should attend a minimum of 24 hours</p>	<p>Core competences as outlined for Level 1,2 and 3 plus:</p> <ul style="list-style-type: none"> <li>• Contributes as a member of the safeguarding team to the development of internal safeguarding policy, guidelines and protocols;</li> <li>• Able to effectively communicate local safeguarding knowledge, research and findings from audits and challenge poor practice;</li> <li>• Facilitates and contributes to own organisation audits, multi-agency audits and statutory inspections;</li> <li>• Works with the safeguarding team and partners in other agencies to conduct safeguarding training needs analysis, and to commission, plan, design, deliver and evaluate single and inter-agency training and teaching for staff in the organisations covered;</li> <li>• Undertakes and contributes to serious adult reviews, domestic homicide reviews, learning reviews and single health agency reviews;</li> <li>• Where requested, and undertakes chronologies, and the development of action plans using a root cause analysis approach where appropriate or other locally approved methodologies;</li> <li>• Co-ordinates and contributes to implementation of action plans and the learning following reviews with the safeguarding team;</li> <li>• Works effectively with colleagues from other organisations, providing advice as appropriate;</li> </ul>	<p><b>Please refer to all training opportunities available in level 3.</b></p> <p><b>Named professionals should</b> participate regularly in support groups or peer support networks for specialist professionals at a local and national level, according to professional guidelines (attendance should be recorded).</p> <p><b>Named professionals should</b> complete a management programme with a focus on leadership and change management within three years of taking up their post  <b>Named Professionals responsible</b> for training of doctors are expected to have</p>

<p>of education, training and learning over a three-year period. This should include non-clinical knowledge acquisition such as management, appraisal and supervision training.</p>	<ul style="list-style-type: none"> <li>• Provides advice and information about safeguarding to the employing authority, both proactively and reactively – this includes the board, directors, and senior managers;</li> <li>• Provides specialist advice to practitioners, both actively and reactively, including clarification about organisational policies, legal issues and the management of adult safeguarding cases;</li> <li>• Provides safeguarding supervision and leads or ensures appropriate reflective practice is embedded in the organisation, to include peer review;</li> <li>• Leads/oversees safeguarding quality assurance and improvement processes;</li> <li>• Undertakes risk assessments of the organisation’s ability to safeguard/protect adults at risk;</li> <li>• Aware of best practice in adult safeguarding;</li> <li>• Aware of latest research evidence and the implications for practice;</li> <li>• Advanced understanding of legislation, information sharing, information governance, confidentiality and consent including guidance from professional bodies;</li> <li>• Have a sound understanding of forensic requirements as it relates to clinical practice, including the procedures and investigations required in adult abuse, harm or neglect;</li> <li>• Have an advanced knowledge of relevant national and international issues, policies and implications for practice;</li> <li>• Understand the commissioning and planning of safeguarding services where appropriate to role;</li> <li>• Know about the professional and experts’ role in the court process;</li> <li>• Know how to implement and audit the effectiveness of safeguarding services on an organisational level against current national guidelines and quality standards;</li> <li>• Able to give advice about safeguarding policy and legal frameworks;</li> <li>• Able to support colleagues in challenging views offered by other professionals, as appropriate;</li> <li>• Able to analyse and evaluate information and evidence to inform inter-agency decision-making across the organisation;</li> <li>• Able to participate in a case review leading internal management reviews as part of this function;</li> <li>• Able to support others across the organisation in writing a chronology and review about individual adults, and summarising and interpreting information</li> </ul>	<p>appropriate education.</p>
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	<p>from a range of sources;</p> <ul style="list-style-type: none"> <li>• Able to lead service reviews;</li> <li>• Able to establish safeguarding/child protection quality assurance measures and processes;</li> <li>• Able to undertake training needs analysis, and to teach and educate health service professionals;</li> <li>• Able to review, evaluate and update local guidance and policy in light of research findings;</li> <li>• Able to advise and inform others about national and international issues and policies and the implications for practice;</li> <li>• Able to deal with the media and organisational public relations concerning safeguarding</li> <li>• Able to work effectively with colleagues in regional safeguarding clinical networks;</li> </ul>	
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**LEVEL 5: Designated professionals**

Target Group	Level and suggested content	Training opportunities available
<p><b>CCG staff groups</b> Designated professionals</p> <p><b>NB:</b> Training at <b>level 5</b> will include the training required at levels <b>1-4</b> and will negate the need to undertake refresher training at <b>levels 1-4</b> in addition to <b>level 5</b>.</p> <p>Designated professionals should attend a <b>minimum</b> of <b>24</b> hours of education, training and learning over a <b>three-year</b> period. This should include non-clinical knowledge acquisition such as management, appraisal,</p>	<p>Core competencies as outlined for Level 1, 2 3 and 4 plus:</p> <ul style="list-style-type: none"> <li>• Provides, supports and ensures contribution to safeguarding appraisal and appropriate supervision for colleagues across the health community;</li> <li>• Conducts training needs analysis, and commissions, plans, designs, delivers, and evaluates Adult safeguarding single and inter-agency training and teaching for staff across the health community;</li> <li>• Leads/oversees safeguarding quality assurance and improvement across the health community;</li> <li>• Leading innovation and change to improve safeguarding across the health economy;</li> <li>• Takes a lead role in conducting the health component of case reviews across whole health community;</li> <li>• Gives appropriate advice to specialist safeguarding professionals working within organisations delivering health services and to other agencies;</li> <li>• Takes a strategic and professional lead across the health community on all aspects of adult Safeguarding;</li> <li>• Provides expert advice to increase quality, productivity, and to improve health outcomes adults at risk and those identified with safeguarding</li> </ul>	<p><b>Please refer to all training opportunities available in level 3.</b></p> <p>Designated professionals should participate regularly in support groups or peer support.</p> <p>Networks for specialist professionals at a local, regional, and national level according to professional guidelines (and their attendance should be recorded).</p> <p>An executive level management programme with a focus on leadership and change Management should be</p>

<p>supervision training and the context of other professionals' work.</p>	<p>concerns;</p> <ul style="list-style-type: none"> <li>• Provides expert advice to service planners and commissioners, ensuring all services commissioned meet the statutory requirement to safeguard and promote the welfare of adults to include:             <ul style="list-style-type: none"> <li>- taking a strategic professional lead across every aspect of health service contribution to adult safeguarding within all provider organisations commissioned by the commissioners within each nation;</li> <li>- ensuring robust systems, procedures, policies, professional guidance, training and supervision are in place within all provider organisations commissioned by the commissioners within each nation, in keeping with local procedures and recommendations;</li> <li>- provide specialist advice and guidance to the Board and Executives of commissioner organisations on all matters relating to adult safeguarding including regulation and inspection;</li> <li>- Be involved with commissioners, providers and partners on direction and monitoring of safeguarding standards and to ensure that safeguarding standards are integrated into all commissioning processes and service specifications;</li> <li>- monitors services across the health community to ensure adherence to legislation, policy and key statutory and non-statutory guidance;</li> <li>- advanced and in-depth knowledge of relevant national and international policies and implications for practice;</li> <li>- advanced understanding of court and criminal justice systems, the role of the different courts, the burden of proof, and the role of professional witnesses and expert witnesses in the different stages of the court process;</li> <li>- know how to lead the implementation of national guidelines and audit the effectiveness and quality of services across the health community against quality standards;</li> <li>- Advanced awareness of different specialties and professional roles;</li> <li>- Advanced understanding of curriculum and training;</li> <li>- Able to lead the health contribution to a serious case reviews, drawing conclusions and developing an agreed action plan to address lessons learnt;</li> <li>- Able to plan, design, deliver and evaluate inter-agency safeguarding training for staff across the health community, in partnership with colleagues in other organisations and agencies;</li> <li>- Able to oversee safeguarding quality assurance processes across the</li> </ul> </li> </ul>	<p>completed within 3 years of taking up the post.</p>
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	<p>whole health community;</p> <ul style="list-style-type: none"> <li>- Able to influence improvements in safeguarding services across the health community;</li> <li>- Able to provide clinical supervision, appraisal, and support for named professionals;</li> <li>- Able to lead multi-disciplinary team reviews;</li> <li>- Able to evaluate and update local procedures and policies in light of relevant national and international issues and developments;</li> <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 safeguarding across the health community;</li> <li>- Able to work with public health officers to undertake robust safeguarding population-based needs assessments that establish current and future health needs and service requirements across the health community;</li> <li>- Able to provide an evidence base for decisions around investment and disinvestment in services to improve the health of the local population and to safeguard adults and articulate these decisions to executive officers;</li> <li>- Able to work effectively with, and lead where appropriate, colleagues in regional and national safeguarding clinical networks;</li> <li>- Able to deliver high-level strategic presentations to influence organisational development;</li> <li>- Able to work in partnership on strategic projects with executive officers at local, regional, and national bodies, as appropriate.</li> </ul>	
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**Board Level for Chief Executive Officers, Trust and Health Board Executive and non-executive directors/members, commissioning body Directors**

	<p>All board members must have knowledge equivalent to all staff working within the healthcare setting (level 1) as well as Board level specific competences as identified below:</p> <ul style="list-style-type: none"> <li>• Demonstrates an awareness and understanding of adults at risk; Demonstrates an understanding of appropriate referral mechanisms and information sharing;</li> <li>• Demonstrates clear lines of accountability and governance within and across organisations for the commissioning and provision of services designed to safeguard and promote the welfare of adults at risk;</li> <li>• Demonstrates an awareness and understanding of effective board level leadership for the organisations safeguarding arrangements;</li> <li>• Demonstrates an awareness and understanding of arrangements to share relevant information;</li> <li>• Demonstrates an awareness and understanding of effective arrangements in place for the recruitment and appointment of staff, as well as safe whistle blowing;</li> <li>• Demonstrates an awareness and understanding of the need for appropriate safeguarding supervision and support for staff including undertaking safeguarding training;</li> <li>• Demonstrates collaborative working with lead and nominated professionals across agencies.</li> </ul>	<p>CCG level 1 e-learning via CCG learning platform:  <a href="http://stockportccg.virtual-college.co.uk/">http://stockportccg.virtual-college.co.uk/</a></p> <p>Bespoke face to face training.</p> <p>All boards should have access to safeguarding advice and expertise <b>through designated or named safeguarding leads.</b></p>
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**Mental Capacity and Deprivation of Liberty Safeguards**

<p><b>All clinical and professionally registered CCG staff.</b></p> <p>Refresher training at a minimum every 3 years. The e-learning programme can also be accessed as part of refresher training.</p>	<p>Understanding the Mental Capacity Act (MCA) and the Deprivation of Liberty Safeguards (DoLS):</p> <ul style="list-style-type: none"> <li>• know when an assessment of capacity is required and how to apply the 5 principals of the MCA;</li> <li>• develop skills in carrying out assessments of capacity and how they should be recorded;</li> <li>• understand the role of the decision maker in best interest decisions;</li> <li>• know how to apply the best interest checklist and weigh up options to make a Best Interest decision;</li> <li>• understand the role of Lasting Power of Attorney and Court Appointed Deputies;</li> </ul>	<p>Virtual College e-learning accessed via the CCG learning platform:  <a href="http://stockportccg.virtual-college.co.uk/">http://stockportccg.virtual-college.co.uk/</a></p> <p>Bespoke face to face training is available for CCG staff after discussion with the Designated Nurse.</p>
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	<ul style="list-style-type: none"> <li>• know when and how to contact the Court of Protection;</li> <li>• understand the role, responsibilities and involvement of the Independent Mental Capacity Advocate;</li> <li>• understand the interface of the Mental Capacity Act and the Mental Health Act;</li> <li>• understand what might constitute a Deprivation of Liberty.</li> </ul>	<p>CCG Safeguarding and Mental Capacity Act standards for commissioned services appendix 4 safeguarding standards for GP member practices can be accessed on the CCG websites. Mental Capacity Act code of practice  <a href="https://www.gov.uk/government/publications/mental-capacity-act-code-of-practice">https://www.gov.uk/government/publications/mental-capacity-act-code-of-practice</a></p> <p>Other available course SMBC MCA training  <a href="https://www.stockport.gov.uk/mental-capacity-act-training">https://www.stockport.gov.uk/mental-capacity-act-training</a></p>
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**PREVENT: Preventing Radicalisation**

<p>Level 1: All staff working in the health sector Every 3 years</p> <p>Level 2: All non-clinical and clinical staff who have any contact with adults, children and young people and/or parents/carers Every 3 years.</p> <p>Level 3: All clinical staff working with children and young people and/or their parents/carers.</p> <p>Clinical staff who contribute to assessing, planning, intervening and evaluating the needs of adults.</p>	<p><b>Learning Outcomes</b> <b>Level 1 and 2</b></p> <ul style="list-style-type: none"> <li>• Understands the objectives of the Prevent strategy and the health sector contribution to the Prevent agenda;</li> <li>• Knows what their professional responsibilities are in relation to the safeguarding of adults, children and young people at risk;</li> <li>• Understands the vulnerability factors that can make individuals susceptible to radicalisation or a risk to others;</li> <li>• Knows who to contact and seek advice from if they have concerns about an individual who may be being groomed into terrorist activity;</li> <li>• Demonstrates an awareness and understanding of indicators of risk relating to individuals being radicalised;</li> <li>• Understands what impact direct (bullying, be-friending and influencing) or indirect (internet, media etc.) factors might have on individuals and how it might change their thoughts and behaviours;</li> <li>• Demonstrates ability to raise concerns and take action when they have concerns;</li> <li>• Knows who to refer concerns to (Prevent lead) and where to access advice;</li> <li>• Has an understanding of the importance of sharing information (including the</li> </ul>	<p>Levels 1 &amp;2 can be incorporated into an organisation’s safeguarding training.</p> <p>Levels 1&amp;2 can be completed via the VC LMS – Prevent Awareness Induction L1&amp;2 E learning ( e-learning for health care) Preventing radicalisation level 1 or 2.</p> <p>Face to Face Workshop to Raise Awareness of Prevent (WRAP 3) E learning (e-learning for health care) Preventing Radicalisation level 3.</p>
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<p><b>CCG staff</b> Safeguarding team, On call managers, Pharmacists, CHC Nurses/assessors.</p> <p><b>Primary Care</b> All GPs, Advanced practitioners / practice nurses, Any councillors employed by practice.</p> <p>Initial training within 12 months of starting in relevant role followed by refresher period based on local assessment.</p>	<p>consequences of failing to do so).</p> <p><b>Level 3</b> As outlined for Levels 1 and 2, and in addition:</p> <ul style="list-style-type: none"> <li>• How to support and redirect vulnerable individuals at risk of being groomed into terrorist related activities; and</li> <li>• How to share concerns, get advice, and make referrals into the Channel process and Prevent case management.</li> <li>• Understand Prevent in the context of the CONTEST strategy 2011 <a href="https://www.gov.uk/government/publications/counter-terrorism-strategy-contest">https://www.gov.uk/government/publications/counter-terrorism-strategy-contest</a> , and the concept of pre-criminal space;</li> <li>• Understand that radicalisation uses normal social processes, and the “power of influence” on all;</li> <li>• Recognise influence, and understand the concepts of polarisation and the use of narratives and ideology;</li> <li>• Understand the current threat level and that Prevent can be applied to all forms of terrorism, present or emerging;</li> <li>• Understand the term “vulnerable” in the context of Prevent and what vulnerabilities are exploited by terrorist groups;</li> <li>• Understand there is no single checklist or profile of a terrorist, and that health staff are a key group and must use their professional judgement in assessing behaviours and risks;</li> <li>• Understand how to recognise, understand, share concerns, seek support and advice, and make referrals within their own organisations and with other agencies where appropriate;</li> <li>• Understand Channel multi-agency arrangements to provide support and redirection to individuals at risk of radicalisation;</li> <li>• Have knowledge of the Department of Health document: Building Partnerships, Staying Safe: The health sector contribution to HM Government’s Prevent strategy: guidance for healthcare workers and their organisations relevant policies, procedures and systems for Prevent 2011. <a href="https://www.gov.uk/government/publications/building-partnerships-staying-safe-guidance-for-healthcare-organisations">https://www.gov.uk/government/publications/building-partnerships-staying-safe-guidance-for-healthcare-organisations</a>.</li> </ul>	
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**Note:** Depending on roles and responsibilities some staff may require additional hours of training. This would be identified on a case to case basis in line with the Intercollegiate Document for children and adults or as part of your annual appraisal.