

## Rotherham Multi-Agency Workforce

### SAFEGUARDING CHILDREN COMPETENCY FRAMEWORK

Effective multi-agency training arrangements are the key to maximising the support available across organisations to identify needs and safeguard children and families. A strong multi agency approach to training and development across the public and voluntary sector workforce is integral to building rigorous practice and contributing to the efficacy of the system. Whilst agencies need to be responsible for their own core training and development arrangements, it is vital that there is shared responsibility, shared ownership, and a collegiate approach to understanding the importance of multi-agency working and how this can impact on children and families.

The Rotherham Multi-Agency Workforce Safeguarding Competency Framework outlines a key set of competencies that are aligned to specific public and voluntary sector roles. The Framework has been developed across multi-agency partners and the competencies are ordered in relation to the levels and complexity of practitioner engagement “They are a combination of skills, knowledge, attitudes, and values that are required for safe and effective practice (Chapter 10)<sup>1</sup>

All staff that come into contact with children have a responsibility to safeguard and promote their welfare and know ‘what to do’ if they have concerns about safeguarding issues, including child protection. This responsibility is equally valid with staff working primarily with adults who have dependent children (or access to families that have) It is therefore important that training and development meets the *levels of complexity* that professionals work with on a day-to-day basis. For example, a frontline housing repair worker needs to have a basic understanding of neglect and how to identify and report a child protection concern but would not require the same level or intensity of training as a Health Visitor or Family Support Worker. Learning from Serious Case Reviews<sup>2</sup>, which take place following a serious incident or death of a child, frequently cites a lack of multi-agency information sharing, lack of escalation and lack of awareness across professionals to the issues that were occurring in families. The framework is designed to enable all organisations and workers operating within them to clearly understand their roles and responsibilities within child and family safeguarding competencies.

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<sup>1</sup> Intercollegiate Doc. 4<sup>th</sup> Edition 2019. **Safeguarding Children and Young People: Roles and Competences for Healthcare Staff.**

<sup>2</sup> <https://www.rcn.org.uk/professional-development/publications/pub-007366>

## SAFEGUARDING CHILDREN COMPETENCY FRAMEWORK

Competency Level	Which staff does this apply to?	Core Competency	Knowledge and skills
<p><b>Level 1</b></p> <p><b>Single Agency Responsibility</b></p> <p><b>Some support from RSCP</b></p>	<p>All workers that come into contact with children and families at some point during their work, or have access to sensitive information, but where that contact is minimal and does not have any intensity in terms of time spent and complexity of involvement.</p> <p><b>Examples</b> Housing Officer; Bus Driver; Taxi Driver; Street Cleaner; Waste Management Officer; Plumbing &amp; Heating Engineer; Council Joiner; Council Tax Cashier; Hospital Porter; Administrators; Receptionist; Cleaners; Caterers; Volunteers; Park Wardens</p>	<ul style="list-style-type: none"> <li>• These workers should have an awareness of what constitutes concern around children and as a result could confidently seek advice or report signs of neglect, abuse or general concerns about a child and/or family and know how to do this. In simple terms they know.               <ol style="list-style-type: none"> <li>I. The signs of abuse/neglect</li> <li>II. Who to talk to?</li> <li>III. How to report it</li> </ol> </li> <li>• These competencies should be refreshed annually via staff development appraisal and planning processes.</li> </ul>	<ul style="list-style-type: none"> <li>• A basic awareness of what constitutes child maltreatment in its different forms.</li> <li>• Know what to do if there are concerns about child maltreatment, including who to contact, where to obtain further advice and support, and have awareness of the referral or reporting process.</li> <li>• Knowledge about the importance of sharing information (including the consequences of failing to do so).</li> <li>• Knows what to do if there are concerns about child maltreatment, including who to contact, where to obtain further advice and support, and have awareness of the referral process.</li> <li>• Is willing and able to listen to children and young people and to act on issues and concerns.</li> </ul>

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<p><b>Level 2</b></p> <p>Single Agency Responsibility</p> <p>Some support from RSCP</p>	<p>Those workers that have some degree of contact with children and families but where this isn't a primary focus of their role. These workers may spend some time in the company of/ or observing children and families during the course of their work, but they wouldn't be in a position to contribute to assessment and planning for the child.</p> <p><b>Examples</b>            Librarian; School Caretaker; School Kitchen Staff; Medical Receptionist; Community Safety Officer; Adult Court Magistrate; Police Civilian Staff; Family Dentist; Administrators; Pharmacists, Health Care Assistants; Nurses on Adult Wards or in community settings; Practice Nurses; PCSOs; Housing Wardens; School Crossing Patrols; Probation Workers</p>	<p><i>As outlined for level 1 plus:</i></p> <ul style="list-style-type: none"> <li>• These workers use knowledge and understanding to identify signs of neglect or abuse.</li> <li>• These workers are able to identify and refer or report a child at risk of harm or experiencing harm.</li> <li>• These workers should be clear about their own and other colleagues' roles, responsibilities and professional boundaries including abuse by professionals and have insight into concerns about the conduct of colleagues.</li> <li>• These workers should be able to competently share concerns related to a child's well-being and record those concerns appropriately. These workers should be able to share appropriate information about children and families with other staff in their organisation.</li> <li>• These workers are able to act in accordance with key statutory and non-statutory guidance and legislation.</li> </ul>	<p><i>As outlined previously for Level 1 plus:</i></p> <ul style="list-style-type: none"> <li>• Awareness of the normal development of children and young people and the ways in which abuse and neglect may impact on this.</li> <li>• Understands that certain factors may be associated with child maltreatment, such as child disability and premature birth; living with parental mental health problems; other long-term chronic conditions; drug and alcohol abuse and domestic violence.</li> <li>• Able to share appropriate and relevant information with other staff within their organisation – in writing, by telephone, electronically, and in person.</li> <li>• Know what the term 'Looked After child' means</li> <li>• Recognises how own beliefs, experience and attitudes might influence professional involvement in supporting children and families.</li> </ul>

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<p><b>Level 3</b></p> <p><b>Single Agency Responsibility</b></p> <p><b>And</b></p> <p><b>RSCP Multi-Agency Offer</b></p>	<p>Workers that have a primary role of working with children, and/or parents/carers. These workers will be contributing to assessment, planning, intervention and review of children, families, or adults that have contact with children.</p> <p><b>Examples</b></p> <p>Family Support Worker; Child or Adult Substance Misuse Worker; Youth Worker; Education Welfare Officer; Social Worker; Nurse; Health Visitor; School Nurse; Midwife; PPU Police Officer; Team Leader; Clinical Staff working with children (Health); CAMHS Worker; Adult Crisis Team Worker; Youth Offending Team Worker; Youth Court Magistrate; GPs and Medical Doctors; Teachers and 6th form Lecturers; Psychologists; Psychotherapists; Children’s Therapists; Educational Psychologists; Adult or Child and Adolescent Psychiatrists; Children’s Occupational Therapists</p>	<p><i>As outlined for Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> <li>• These workers are able to draw on child and family-focused, professional knowledge and expertise of what constitutes child maltreatment and to identify signs of sexual, physical, or emotional abuse or neglect.</li> <li>• These workers are able to document and report concerns effectively.</li> <li>• These workers are able to contribute to inter-agency assessments, the gathering and sharing of information and, where appropriate, analysis of risk.</li> <li>• These workers are able to undertake regular documented reviews of own practice as appropriate to role in various ways, such as through supervision, audit, case discussion, peer review.</li> <li>• These workers are able to provide appropriate professional challenge within the safeguarding system.</li> <li>• These workers are able to form part of a multi-disciplinary team to support children and families through care planning and review.</li> </ul>	<p><i>As outlined previously for Level 1 &amp; Level 2 plus:</i></p> <ul style="list-style-type: none"> <li>• Aware of the implications of legislation, inter-agency policy and national guidance.</li> <li>• Understands the issues around effective information sharing, confidentiality, and consent related to children and young people.</li> <li>• Knows how to share information appropriately, taking into consideration confidentiality and data-protection issues.</li> <li>• Understands the importance of children’s rights in the safeguarding/child protection context, and related legislation.</li> <li>• Understands the assessment of need, risk and harm.</li> <li>• Knows when to liaise with expert colleagues about the assessment and management of children and young people where there are concerns about maltreatment Safeguarding Children and Young people.</li> <li>• Knows the long-term effects of maltreatment and how these can be detected and prevented.</li> <li>• Able to contribute to and make considered judgements about how to act to safeguard/protect a child or young person.</li> </ul>

			<ul style="list-style-type: none"> <li>• Able to work with children, young people and families where there are concerns as part of the multi-disciplinary team and with other disciplines, such as adult mental health, when assessing a child or young person.</li> <li>• Able to present concerns pertaining to a child and/or family verbally and in writing for professional purposes as required (and as appropriate to role, including Team Around the Family meetings, Case Conferences, Family Court Proceedings, Core Groups, Strategy Meetings, Family Group Conferences).</li> <li>• Able to communicate effectively with children and young people, ensuring that they have the opportunity to participate in decisions affecting them as appropriate to their age and ability.</li> <li>• Able to understand, interpret and represent the 'voice of the child' and present that in professional forums.</li> <li>• Able to appropriately challenge other professionals when required and provide supporting evidence</li> <li>• Understands the Policy for Resolving Professional Differences of Opinion and knows how to follow this.</li> </ul>
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<p><b>Level 4</b></p> <p>Single Agency Responsibility</p> <p>And</p> <p>RSCP Multi-Agency Offer</p>	<p>Professionals who oversee or supervise the work of front-line professionals or those that have line management responsibility for front line workers and their managers. Oversight of services and safeguard responses with children, families, parents, carers and adults who have contact with children is a key part of this role.</p> <p><b>Examples</b> Health - Named Professionals; Local Authority or Voluntary Sector Team Manager; Head of Service; Service Manager; Assistant Director; Head of Public Protection &amp; Investigation Unit; Education Designated Safeguarding Leads; Police Inspectors; Chief Inspectors Consultant Paediatrician; Safeguarding Supervisors with oversight responsibilities</p>	<p><i>As outlined for Level 1, 2 and 3</i></p> <ul style="list-style-type: none"> <li>• These professionals contribute as a member of the organisation's safeguarding team to the development of internal safeguarding/child protection policy, guidelines, and protocols.</li> <li>• These professionals are able to effectively communicate local safeguarding knowledge, research and findings from audits and challenge poor practice.</li> <li>• These professionals facilitate and contribute to own organisation audits, multi-agency audits and statutory inspections.</li> <li>• These professionals operate as part of multi-agency teams to commission, plan, design, deliver and evaluate single and inter-agency training and teaching for staff in the organisations covered.</li> <li>• These professionals undertake and contributes to serious case reviews/case management reviews/significant case reviews.</li> <li>• These professionals coordinate and contribute to implementation of</li> </ul>	<p><i>As outlined previously for Level 1, Level 2 &amp; Level 3 plus:</i></p> <ul style="list-style-type: none"> <li>• Able to effectively communicate local safeguarding knowledge, research and findings from audits and challenge poor practice.</li> <li>• Aware of latest research evidence and the implications for practice.</li> <li>• Aware of best practice in particular specialism.</li> <li>• Has an advanced knowledge of relevant national and international issues, policies and implications for practice.</li> <li>• Able to give advice about safeguarding/child protection 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>• Undertakes risk assessments of the organisation's ability to safeguard/protect children and young people.</li> <li>• Contributes to the development of strong internal safeguarding/child protection policy, guidelines, and protocols.</li> </ul>

		<p>action plans and the learning following the case reviews.</p> <ul style="list-style-type: none"> <li>• These professionals operate effectively with colleagues from other organisations, providing advice as appropriate.</li> <li>• These professionals provide advice and information about safeguarding within and across the employing organisation. These professionals provide safeguarding or child protection supervision and ensure appropriate reflective practice is embedded in the organisation.</li> <li>• These professionals lead or oversee safeguarding quality assurance and improvement processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in sub-groups, as required, of the RSCP.</li> <li>• Undertakes and contributes to serious case reviews/case management reviews/significant case reviews.</li> <li>• Co-ordinates and contributes to implementation of action plans and the learning following the above reviews with the safeguarding team.</li> </ul>
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<p><b>Level 5</b></p> <p>Single Agency Responsibility</p> <p>And</p> <p>RSCP Multi-Agency Offer</p>	<p>Workers who have a Senior Strategic Role and responsibility for ensuring effective safeguarding systems within their own organisations and across the partnership.</p> <p><b>Examples</b>            Director of Children's Services; Assistant Directors; Heads of Service; Health - Designated Professionals; Head teachers; Senior Consultant in Public Health; Local Safeguarding Children Board Chair and Members; Chief Constable; Chief Executive; Director of Voluntary Service Organisation</p>	<p><i>As outlined for Level 1, 2, 3 and 4 plus:</i></p> <ul style="list-style-type: none"> <li>• These professionals provide support and ensure contribution to safeguarding appraisal and appropriate supervision for colleagues across services.</li> <li>• These professionals conduct training needs analysis, and commission, plan, design, deliver, and evaluates safeguarding/child protection single and inter-agency training and teaching for staff across the workforce.</li> <li>• These professionals lead/oversee safeguarding/child protection quality assurance and improvement across the system.</li> <li>• These professionals lead innovation and change to improve early identification and the support of children and families to support safeguarding.</li> <li>• These professionals take a lead role in conducting serious case reviews/ case management reviews/significant case reviews across whole health community.</li> </ul>	<p><i>As outlined previously for Level 1, Level 2, Level 3 &amp; Level 4 plus:</i></p> <ul style="list-style-type: none"> <li>• Provides, supports and ensures contribution to safeguarding appraisal and appropriate supervision for colleagues across the organisation.</li> <li>• Leads/oversees safeguarding/child protection quality assurance and improvement across the organisation.</li> <li>• Leads innovation and change to improve safeguarding across the organisation.</li> <li>• Provides expert advice to increase quality, productivity, and to improve outcomes for vulnerable children and those identified with safeguarding concerns.</li> <li>• Supports and challenges workers on specific aspects of their practice.</li> <li>• Monitors services across the organisation to ensure adherence to legislation, policy and key statutory and non-statutory guidance.</li> <li>• Has advanced and in-depth knowledge of relevant local, regional, national and international policies and implications for practice.</li> <li>• Able to oversee safeguarding/child protection quality assurance processes across the whole organisation.</li> </ul>



		<ul style="list-style-type: none"> <li>• These professionals give appropriate advice to specialist professionals.</li> <li>• These professionals take a strategic and key leadership role across the workforce on all aspects of safeguarding/child protection.</li> <li>• These professionals provide expert advice to increase quality, productivity, and to improve outcomes for vulnerable children and those identified with additional need.</li> <li>• These professionals monitor services across the organisation to ensure adherence to legislation, policy and key statutory and non-statutory guidance.</li> <li>• These professionals undertake risk assessments of the organisation's ability to safeguard/protect children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to influence improvements in safeguarding/child protection services across the whole organisation.</li> <li>• Able to deliver high-level strategic presentations to influence organisational development.</li> </ul>
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