

# Minimum Standards and Capability Framework

Newcastle Safeguarding Children Board

Newcastle Safeguarding Adults Board



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The abuse and neglect of children and adults at risk presents a significant learning challenge. It is imperative that frontline staff and volunteers have an understanding of the key themes of abuse and neglect; and the frameworks in place to manage concerns. Of equal importance, practitioners across all fields need to recognise that abuse and neglect is something which effects both children and adults at risk. Workers, regardless of whether their primary client group is children or adults, should have an awareness that abuse can affect people across the life course and that there are frameworks in place to support anyone who may be at risk.

This capability framework, developed jointly by the Newcastle Safeguarding Childrens Board (NSCB) and the Newcastle Safeguarding Adults Board (NSAB) identifies **core** capabilities for six key groups of learners. All staff members and volunteers should be assessed as capable against the capabilities that are relevant to their occupational role. Whatever their role, all staff should know when and how to report any concern about the abuse or neglect of a child or adult at risk. Each capability within this framework refers to a combination of skills, knowledge and experience expected of individual staff and this framework aims to ensure that these qualities inform safeguarding practice in a way that is commensurate with an individuals' occupational role and responsibility. Capability involves being able to demonstrate the ability to be critically reflective and self-aware as you analyse, review and evaluate your skills, knowledge and professional practice, exploring alternative approaches and being open to change.

**Please note, this is guidance for minimum core training, other continual professional development is available which may be necessary for your role. This is a living document and will be updated in line with emerging national and local policy and practice development. To access the most up to date version please refer to the Newcastle Safeguarding Children Board [website](#)**

If you work in Children's Healthcare you should refer to the [Intercollegiate Document](#)

If you work in Adults Healthcare you should also refer to the [Pocket Guide](#)

**To ensure that you are up to date with changes in policy and practice it is recommended that you repeat your core level training every three years.**

**Minimum Standards and Capability Framework**  
(what you need to do)



**Joint Training Programme**  
(how you can do it - includes CPD not listed here)



**Joint Evaluation Framework**  
(suggestions on how you can quality assure training and measure impact)

This document is part of a three-part structure around learning and development which is designed to help you meet your safeguarding training needs. It should be read in conjunction with your own organisations policies. All training undertaken should be considered in the context of your own role requirements and at the discretion of your line manager.

Please click [here](#) for links to the Joint Training Programme and Joint Evaluation Framework

Target Groups	Including but not limited to...
<b>Group A:</b> Service Users and Members of the Public	This group would ordinarily be specifically targeted for training and awareness raising as part of a strategically identified need for community engagement. Children, Young People, Adults at Risk, Parents and Carers (without corporate responsibility).
<b>Group B:</b> Those working in services or businesses which could be in a position to identify perpetrators and/or victims of abuse and neglect	Staff and volunteers with infrequent contact with children, young people, parents/carers or adults with care support needs, who may become aware of possible abuse or neglect. Taxi drivers, hotels, B&Bs, licensed premises, small businesses, faith communities, sex workers
<b>Group C:</b> Those working or volunteering with children or adults at risk who may be in a position to identify concerns of abuse or neglect	<p>Those in regular contact or have a period of intense but irregular contact, with children, young people, parents/carers and adults with needs for care and support, including all clinical staff who may be in a position to identify concerns about maltreatment, including those that may arise during the 'Early Help' process and preventative services. Support workers, housing staff, teachers, college staff, GP's, nurses, paramedics, clerical and admin staff, advocates, volunteers social workers, midwives and staff working in supported accommodation, Elected Members, Volunteer Befrienders.</p> <p>If you work in Children's Healthcare you can use this as a guide but should refer to the <a href="#">Intercollegiate Document</a> If you work in Adults Healthcare please refer to the <a href="#">Pocket Guide</a></p>
<b>Group D:</b> Those working or volunteering in positions where abuse or neglect is more likely to be identified and who could potentially have a responsibility for providing ongoing support to victims of abuse and neglect.	<p>Members of the workforce who work predominantly with service users who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child, young person or adult with needs for care and support, where there are safeguarding concerns.</p> <p>Staff working in children's homes, LAC service, sexual health nurses, social workers (working with children or working age adults), staff working in drug and alcohol services, staff working in specialist safeguarding positions, YOT, ISVA's, officers working in the PVP, CPN's, CTLD staff, specialist DV or sexual violence services. Foster Carers and Shared Lives Carers,</p>
<b>Group E:</b> Those who are responsible for ensuring the management and delivery of safeguarding services are effective and efficient. In addition they will have oversight of the development of systems, policies and procedures within their organisation to facilitate good working partnerships with allied agencies to ensure consistency in approach and quality of service.	Managers and workers who have direct risk management oversight and responsibilities in relation to safeguarding children and adults at risk. Operational Managers, Service Managers, NSAB Members, NSCB Members, Heads of Assessment and Care Managers, Safeguarding Leads, Social Workers
<b>Group F:</b> Those who 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 and intra and inter agency context.	People with key strategic decision making responsibilities which would include safeguarding policies and procedures. Directors of Services, Chief Executives, Owner/Managers, Charity Trustees

Please refer to the [Joint Safeguarding Training Programme](#) for further information and guidance on the most suitable training for your role

Target Group A				
Category	Standard	Capability	NSCB/NSAB Learning Options	Date Achieved
Core Safeguarding Awareness – Children	1	Know what child abuse and neglect are	Awareness of child abuse and neglect e-learning	
	2	Understand the importance of maintaining a child focus		
	3	Be able to recognise and identify concerns in the context of normal child development		
	4	Know what to do in response to your concerns		
Core Safeguarding Awareness - Adults	1	Have an increased confidence in their understanding of their own values and attitudes in relation to adult abuse	Safeguarding Adults - Core training Level One	
	2	Be aware of and have an understanding of Safeguarding Adults		
	3	Be able to identify the different categories of abuse		
	4	Be more familiar with the signs and indications of abuse		
	5	Be clear about the roles and responsibilities of the alerter as defined within the procedures		
Sexual Exploitation – Children, Young People and Adults at Risk	1	Educating those who are perceived to be at risk about how perpetrators operate	PACE Use caution when working with people who have experienced or are suspected of experiencing, sexual exploitation. Some materials in training may be upsetting and contribute to trauma.	
	2	Helping them to protect themselves from being exploited		
	3	Giving them the confidence to report concerns		
Sexual Exploitation – Parents and Carers	1	Be able to identify the warning signs of sexual exploitation		
	2	Knowledge of strategies that can protect people from sexual exploitation		
	3	Have the confidence to report concerns		

Target Group B				
Category	Standard	Capability	NSCB/NSAB Learning Options	Date Achieved
Core Safeguarding Awareness – Children	1	Know what child abuse and neglect are	Awareness of child abuse and neglect e-learning	
	2	Understand the importance of maintaining a child focus		
	3	Be able to recognise and identify concerns in the context of normal child development		
	4	Know what to do in response to your concerns		
Core Safeguarding Awareness - Adults	1	Have an increased confidence in their understanding of their own values and attitudes in relation to adult abuse	Safeguarding Adults - Core training Level One	
	2	Be aware of and have an understanding of Safeguarding Adults		
	3	Be able to identify the different categories of abuse		
	4	Be more familiar with the signs and indications of abuse		
	5	Be clear about the roles and responsibilities of the alerter as defined within the procedures		
Sexual Exploitation	1	Understand what sexual exploitation of children and adults at risk is.	PACE, Responding to Sexual Exploitation	
	2	Recognise when a child or adult at risk of sexual exploitation and take action		



Target Group C				
Category	Standard	Capability	NSCB/NSAB Learning Options	Date Achieved
Core Safeguarding Awareness – Children	1	Know what child abuse and neglect are	Explain signs and indicators of abuse and neglect	Awareness of child abuse and neglect e-learning OR Single agency in house Level 1
	2	Understand the importance of maintaining a child focus	Describe how they listen to the voice of the child in their role	
	3	Be able to recognise and identify concerns in the context of normal child development	Understand some expected child development milestones and when there might be concerns if a child isn't reaching them	
	4	Know what to do in response to your concerns	Who to contact if they are worried	
	5	Review knowledge from level one	Answer questions in relation to level 1 content	Safeguarding Children – Core training Level 2
	6	Understand the importance of documenting, recording and sharing information and know who to contact	Explain what 'good' recording is and why it is important	
	7	Understand the thresholds for intervention in the lives of children and how the framework is used in the assessment of children in need and their families	Describe the wider continuum of help and support, the role of early help and the need to consider the impact on the child when raising a referral	
	8	Know your role and responsibilities regarding safeguarding and those of the key agencies	Know why it is 'everyone's responsibility' and specifically describe the expectations of their own role	
Core Safeguarding Awareness - Adults	1	Have an increased confidence in their understanding of their own values and attitudes in relation to adult abuse	Knowledge that adults can experience abuse and neglect	Safeguarding Adults - Core training Level One
	2	Be aware of and have an understanding of Safeguarding Adults	Explain what is meant by the term 'safeguarding adults'	
	3	Be able to identify the different categories of abuse	List the ten categories	
	4	Be more familiar with the signs and indications of abuse	Identify some signs and indicators within the categories of abuse	
	5	Be clear about the roles and responsibilities of the alerter as defined within the procedures	Identify who they would talk to if they are worried and what might be expected from them	
	6	Understand the safeguarding adults policy and procedures in Newcastle	Know where to find the policy and procedures and explain how they apply to their role	Safeguarding Adults – Core training Level Two
	7	Explain what constitutes a safe environment and preventative strategies	Provide examples of what these may consist of	
	8	Describe capacity, consent and confidentiality	Explain why capacity, consent and confidentiality is important in relation to keeping adults safe	
	9	Have knowledge of laws & guidance available regarding safeguarding adults	Give examples of some of the legislation that underpins adult safeguarding	
Sexual Exploitation	1	Understand what sexual exploitation of children and adults at risk is.	Show clear understanding of their role in identifying and reporting concerns regarding sexual exploitation. Show understanding of their organisations policy and procedures Show understanding of the duty to protect both children and adults at risk	Responding to Sexual Exploitation
	2	Recognise when a child or adult at risk of sexual exploitation and take action	Show understanding of the duty to protect both children and adults at risk Recognise immediate safety as first priority around any concern Understand the procedures for raising a safeguarding concern	
	3	Understand the procedures for raising a safeguarding concern	Show clear understanding of factors that can make children and adults more vulnerable to sexual exploitation Recognise immediate safety as first priority around any concern Clear understanding of internal organisational and local multi-agency procedure for raising safeguarding concerns Knowledge of when to seek advice and support	
	4	Have knowledge of policy, procedures and legislation that supports safeguarding activity in relation to sexual exploitation	Understand the definition of child and adult at risk Understand the limits of capacity and confidentiality	
Deprivation of Liberty	1	The background to the legislation	Have an understanding of Mental Capacity Act 2005 and Deprivation of Liberty Safeguarding 2009, and who this applies to.	DoLS -Participants should attend the basic awareness or Managers, Supervisory Body/Managing Authority Training, NOT BOTH. Participants are required to attend MCA awareness or assessment training prior to attending any DoLS training courses.
	2	The distinction between a restriction of liberty and a deprivation of liberty.	Be able to identify, demonstrate, understanding and have a knowledge of what constitutes a deprivation of person's liberty as oppose to a restriction.	
	3	The assessment and authorisation process. The roles and responsibilities of staff	Describe the assessment and authorisation process on term of their role and function within their organisation. Demonstrate the ability to be able to complete appropriate paperwork.	
Record Keeping	1	Discuss common problems with recording and the consequences of recording inappropriately	Describe some pitfalls in recording and how to overcome them	Effective Record Keeping
	2	Explain the importance of good recording and the impact on practice and outcomes	Explain what good recording looks like and explain why it is so important	
Mental Capacity	1	Knowledge of the five principles of the Mental Capacity Act	Explain what the principles are and how they influence assessing capacity and best interests	Mental Capacity Act – Basic Awareness
	2	Knowledge of the Independent Mental Capacity Advocate	Describe the role of the IMCA	
	3	Understand the terms Lasting Powers of Attorney, Advanced Decisions and Deprivation of Liberty Safeguard's	Describe the terms and where they fit with Mental Capacity	

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Target Group D					
Category	Standard	Capability	NSCB/NSAB Learning Options	Date Achieved	
Core Safeguarding Awareness – Children	1	Know what child abuse and neglect are	Explain signs and indicators of abuse and neglect	Awareness of child abuse and neglect e-learning OR Single agency in house Level 1	
	2	Understand the importance of maintaining a child focus	Describe how they listen to the voice of the child in their role		
	3	Be able to recognise and identify concerns in the context of normal child development	Understand some expected child development milestones and when there might be concerns if a child isn't reaching them		
	4	Know what to do in response to your concerns	Who to contact if they are worried		
	5	Review knowledge from level one	Answer questions in relation to level 1 content	Safeguarding Children – Core training Level 2	
	6	Understand the importance of documenting, recording and sharing information and know who to contact	Explain what 'good' recording is and why it is important		
	7	Understand the thresholds for intervention in the lives of children and how the framework is used in the assessment of children in need and their families	Describe the wider continuum of help and support, the role of early help and the need to consider the impact on the child when raising a referral		
	8	Know your role and responsibilities regarding safeguarding and those of the key agencies	Know why it is 'everyone's responsibility' and specifically describe the expectations of their own role		
Core Safeguarding Awareness - Adults	1	Have an increased confidence in their understanding of their own values and attitudes in relation to adult abuse	Knowledge that adults can experience abuse and neglect	Safeguarding Adults - Core training Level One	
	2	Be aware of and have an understanding of Safeguarding Adults	Explain what is meant by the term 'safeguarding adults'		
	3	Be able to identify the different categories of abuse	List the ten categories		
	4	Be more familiar with the signs and indications of abuse	Identify some signs and indicators within the categories of abuse		
	5	Be clear about the roles and responsibilities of the alerter as defined within the procedures	Identify who they would talk to if they are worried and what might be expected from them		
	6	Understand the safeguarding adults policy and procedures in Newcastle	Know where to find the policy and procedures and explain how they apply to their role	Safeguarding Adults – Core training Level Two	
	7	Explain what constitutes a safe environment and preventative strategies	Provide examples of what these may consist of		
	8	Describe capacity, consent and confidentiality	Explain why capacity, consent and confidentiality is important in relation to keeping adults safe		
	9	Have knowledge of laws & guidance available regarding safeguarding adults	Give examples of some of the legislation that underpins adult safeguarding		
Sexual Exploitation	1	Demonstrate the skills and knowledge to contribute effectively to the safeguarding process.	Work to local and national guidance in safeguarding Respond to alerts/referrals in a timely manner Identify and reduce potential and actual risk after disclosure or an allegation has been made Attend and contribute to investigations/meeting and information sharing Develop protective strategies for those that decline services	Responding to Sexual Exploitation	
	2	Awareness and application of a range of local procedural frameworks and national policy and legislation when safeguarding children and adults at risk of sexual exploitation.	Show critical understanding of the levels, thresholds or pathways of investigating in response to a 'safeguarding referral' and requirements of gathering initial information. Describe the purpose of a safeguarding case conference and how to contribute to this and any subsequent protection plan. Clear understanding of legal roles and responsibilities around safeguarding.		
	3	Ensure children and adults at risk are supported appropriately to understand risks around sexual exploitation and maximise their decision making.	Work with victims of sexual exploitation to ensure they are fully aware of options available to them and the preventative measures they may be able to put in place to protect themselves Show understanding of how abuse and coercion can effect decision making capacity Understanding of local and national groups who may be able to provide support Provide written and verbal information on safeguarding procedures Actively engage with individuals who decline services and/or engage support of others to achieve this		
	4	Understand how best evidence is achieved.	As appropriate to role: Show a comprehensive understanding and detailed knowledge of gathering and preserving evidence Describe why it is important to preserve evidence Understanding of the support available to complainants during the criminal justice process		
	5	Demonstrate the required level of skills and knowledge to assess risks in relation to complex cases of sexual exploitation.	Ability to apply locally development risk assessment tools Have an in depth knowledge of factors that increase the risk of sexual exploitation Be familiar with the models of sexual exploitation Have knowledge of resilience factors and how these might interact with safeguarding		
	6	Actively engage in multi-agency framework to develop robust and, where necessary, innovative protection plans.	Know what legal remedies are available to safeguard children and adults at risk of sexual exploitation. Awareness of how to implement the making safeguarding personal approach.		

Target Group D continued				
Category	Standard	Capability	NSCB/NSAB Learning Options	Date Achieved
RAMP (Risk Assessment Management Plan)	1	Be aware of the RAMP tool, how and when to use it	The ability to understand the purpose of RAMP Tool and who this may apply too.	RAMP (Risk Assessment Management Plan)
	2	Understand patterns, severity and frequency of abuse	To be able to identify the signs and indicators of abuse the levels of risk and harm, who this may apply to with reference to the Care Act 2014 the NSAB Threshold Tool, other forms of Legislation and local policies and procedures.	
	3	Explain risk assessment and risk management	Be able to identify, demonstrate, understanding and have a knowledge of what constitutes a risk assessment and how to manage those levels of risks and harm.	
	4	Identify vulnerability factors and likelihood and level of harm	To demonstrate a working knowledge via reports, interviews of individuals or groups who may be at risk of harm and the levels or risk.	
	5	Develop skills for working with the alleged victim and the alleged perpetrator	Have the ability, to work with victims of abuse and the alleged perpetrators to ensure they are fully aware of options available to them and the preventative measures they may be put in place Actively engage with individuals who decline services and/or engage support of others to achieve this. Show understanding of how abuse and coercion can affect decision making capacity Understanding of local and national groups who may be able to provide support to minimise risk Provide written and verbal information on safeguarding procedures, legislation, and local policies and procedure to inform the RAMP tool.	
	6	Understand their roles and responsibilities in respect of the safeguarding adults process and procedures	To demonstrate an indepth understanding and knowledge of their organisational policies and procedures in response to a safeguarding adults process. Describe the purpose of a safeguarding process and how this can escalate and how to contribute to this and any subsequent protection plan. Clear understanding of legal roles and responsibilities around safeguarding	
	7	Explain the importance of working together and information sharing to protect vulnerable adults living at home or in institutional settings	Actively engage in multi-agency framework to develop robust and, where necessary, innovative RAMP tool.	
	8	Describe the legal framework, domestic violence and the Mental Capacity Act.	To have an understanding Care Act 2014, Mental Capacity Act 2005, Domestic Violence legislation, and other forms of legislation and how this would apply to the RAMP Tool.	
Deprivation of Liberty	1	The background to the legislation	Have an understanding of Mental Capacity Act 2005 and Deprivation of Liberty Safeguarding 2009, and who this applies too.	DoLS -Participants should attend the basic awareness or Managers, Supervisory Body/Managing Authority Training, NOT BOTH. Participants are required to attend MCA awareness or assessment training prior to attending any DoLS training courses.
	2	The distinction between a restriction of liberty and a deprivation of liberty.	Be able to identify, demonstrate, understanding and have a knowledge of what constitutes a deprivation of person's liberty as appose to a restriction.	
	3	The assessment and authorisation process The roles and responsibilities of staff	Describe the assessment and authorisation process on term of their role and function within their organisation. Demonstrate the ability to complete appropriate paperwork	
Record Keeping	1	Discuss common problems with recording and the consequences of recording inappropriately	Describe some pitfalls in recording and how to overcome them	Effective Record Keeping
	2	Explain the importance of good recording and the impact on practice and outcomes	Explain what good recording looks like and explain why it is so important	
Mental Capacity	1	Knowledge of the five principles of the Mental Capacity Act	Explain what the principles are and how they influence assessing capacity and best interests	Mental Capacity Act – Basic Awareness Mental Capacity Act – Assessment Training
	2	Knowledge of the Independent Mental Capacity Advocate	Describe the role of the IMCA	
	3	Understand the terms Lasting Powers of Attorney, Advanced Decisions and Deprivation of Liberty Safeguard's	Describe the terms and where they fit with Mental Capacity	
	4	Understand the role of the IMCA service	Explain the role of the IMCA service, how to implement the MCA and their own role in that process	
	5	Understand the implementation of MCA and DoLS	Describe the wider implications of implementing MCA and DoLS	
	6	Knowledge of to develop a plan	Explain how to plan and capacity assessment and a best interest decision	

Target Group E				
Category	Standard	Capability	NSCB/NSAB Learning Options	Date Achieved
Core Safeguarding Awareness – Children	1	Know what child abuse and neglect are	Explain signs and indicators of abuse and neglect	Awareness of child abuse and neglect e-learning OR Single agency in house Level 1
	2	Understand the importance of maintaining a child focus	Describe how they listen to the voice of the child in their role	
	3	Be able to recognise and identify concerns in the context of normal child development	Understand some expected child development milestones and when there might be concerns if a child isn't reaching them	
	4	Know what to do in response to your concerns	Who to contact if they are worried	
	5	Review knowledge from level one	Answer questions in relation to level 1 content	Safeguarding Children – Core training Level 2
	6	Understand the importance of documenting, recording and sharing information and know who to contact	Explain what 'good' recording is and why it is important	
	7	Understand the thresholds for intervention in the lives of children and how the framework is used in the assessment of children in need and their families	Describe the wider continuum of help and support, the role of early help and the need to consider the impact on the child when raising a referral	
	8	Know your role and responsibilities regarding safeguarding and those of the key agencies	Know why it is 'everyone's responsibility' and specifically describe the expectations of their own role	
	9	Describe inter-agency roles and responsibilities for safeguarding and promoting the welfare of children	Be able to identify the agencies involved in child protection and the role they play	Safeguarding Children – Core training Level 3 (multi-agency)
	10	Reflect on how parenting issues impact on their capacity to care for their children	To 'think family' when concerned about a child and identify how parental behaviours impact on a child's wellbeing and safety	
	11	Understand the key safeguarding terms associated with social care processes and the importance of working together	Explain the meaning of some of the language used in safeguarding children	
	12	Recognise the importance of family history and functioning	Describe how historical patterns and behaviours can impact and influence future outcomes for children	
Core Safeguarding Awareness - Adults	1	Have an increased confidence in their understanding of their own values and attitudes in relation to adult abuse	Knowledge that adults can experience abuse and neglect	Safeguarding Adults - Core training Level One
	2	Be aware of and have an understanding of Safeguarding Adults	Explain what is meant by the term 'safeguarding adults'	
	3	Be able to identify the different categories of abuse	List the ten categories	
	4	Be more familiar with the signs and indications of abuse	Identify some signs and indicators within the categories of abuse	
	5	Be clear about the roles and responsibilities of the alerter as defined within the procedures	Identify who they would talk to if they are worried and what might be expected from them	
	6	Understand the safeguarding adults policy and procedures in Newcastle	Know where to find the policy and procedures and explain how they apply to their role	Safeguarding Adults – Core training Level Two
	7	Explain what constitutes a safe environment and preventative strategies	Provide examples of what these may consist of	
	8	Describe capacity, consent and confidentiality	Explain why capacity, consent and confidentiality is important in relation to keeping adults safe	
	9	Have knowledge of laws & guidance available regarding safeguarding adults	Give examples of some of the legislation that underpins adult safeguarding	
	10	Understand the role of the service manager and/or Designated Adult Safeguarding Manager (DASM)	Describe the roles of the DASM and how they may be expected to interact	Safeguarding Adults – Core training Level Three
	11	Demonstrate skills and knowledge to contribute effectively to a safeguarding adults enquiry	Explain their own roles contributions to the enquiry process	
	12	Have an awareness, and application, of a range of local and national legal, policy and procedural frameworks when undertaking safeguarding adults activity	Comprehensively provide an overview of a range of strategic and practical influences on safeguarding adults	
	13	Ensure adults at risk are supported appropriately to be involved and represented in a safeguarding adults enquiry	Describe how they will capture the views of the individual in a person centred way and promote their views and wishes where possible	
	14	Demonstrate the required level of skills and knowledge to undertake a safeguarding adults investigation (or assessment) as part of a safeguarding adults enquiry	Explain how they will effectively contribute to the investigation / assessment within the enquiry process	

Target Group E continued					
Category	Standard	Capability	NSCB/NSAB Learning Options	Date Achieved	
Sexual Exploitation	1	Demonstrate the skills and knowledge to contribute effectively to the safeguarding process.	Work to local and national guidance in safeguarding Respond to alerts/referrals in a timely manner Identify and reduce potential and actual risk after disclosure or an allegation has been made Attend and contribute to investigations/meeting and information sharing Develop protective strategies for those that decline services	Responding to Sexual Exploitation	
	2	Awareness and application of a range of local procedural frameworks and national policy and legislation when safeguarding children and adults at risk of sexual exploitation.	Show critical understanding of the levels, thresholds or pathways of investigating in response to a 'safeguarding referral' and requirements of gathering initial information. Describe the purpose of a safeguarding case conference and how to contribute to this and any subsequent protection plan. Clear understanding of legal roles and responsibilities around safeguarding.		
	3	Ensure children and adults at risk are supported appropriately to understand risks around sexual exploitation and maximise their decision making.	Work with victims of sexual exploitation to ensure they are fully aware of options available to them and the preventative measures they may be able to put in place to protect themselves Show understanding of how abuse and coercion can effect decision making capacity Understanding of local and national groups who may be able to provide support Provide written and verbal information on safeguarding procedures Actively engage with individuals who decline services and/or engage support of others to achieve this		
	4	Understand how best evidence is achieved.	As appropriate to role: Show a comprehensive understanding and detailed knowledge of gathering and preserving evidence Describe why it is important to preserve evidence Understanding of the support available to complainants during the criminal justice process		
	5	Demonstrate the required level of skills and knowledge to assess risks in relation to complex cases of sexual exploitation.	Ability to apply locally development risk assessment tools Have an in depth knowledge of factors that increase the risk of sexual exploitation Be familiar with the models of sexual exploitation Have knowledge of resilience factors and how these might interact with safeguarding		
	6	Actively engage in multi-agency framework to develop robust and, where necessary, innovative protection plans.	Know what legal remedies are available to safeguard children and adults at risk of sexual exploitation. Awareness of how to implement the making safeguarding personal approach.		
Deprivation of Liberty	1	The background to DoLS legislation	To have a firm understanding of MCA and Dols legislation and its wider implications.	DoLS -Participants should attend the basic awareness or Managers, Supervisory Body/Managing Authority Training, NOT BOTH. Participants are required to attend MCA awareness or assessment training prior to attending any DoLS training courses.	
	2	The role of the Managing Authority and the Supervisory Body	Explain and understand their roles, legal requirements within the Dols process and the ability to complete appropriate assessments.		
	3	The distinction between a restriction of liberty and a deprivation of liberty	Be able to identify, demonstrate, understanding and have a knowledge of what constitutes a deprivation of person's liberty as appose to a restriction.		
	4	The assessment and authorisation process	Describe the assessment and authorisation process on term of their role and function within their organisation. Demonstrate the ability to be able to complete appropriate paperwork.		
	5	The roles involved including IMCA and Paid Representatives	To explain and understand the role of IMCA their services and Paid Representative function and how this applies to the Dols process.		
	6	The link between DoLS and Safeguarding Adults. The DoLS documentation and completion	The ability to understand and explain Dols and Care Act legislation and the process that would occur. Demonstrate the ability complete appropriate documentation.		
Mental Capacity	1	Knowledge of the five principles of the Mental Capacity Act	Explain what the principles are and how they influence assessing capacity and best interests	Mental Capacity Act – Basic Awareness Mental Capacity Act – Assessment Training	
	2	Knowledge of the Independent Mental Capacity Advocate	Describe the role of the IMCA		
	3	Understand the terms Lasting Powers of Attorney, Advanced Decisions and Deprivation of Liberty Safeguard's	Describe the terms and where they fit with Mental Capacity		
	4	Understand the role of the IMCA service	Explain the role of the IMCA service, how to implement the MCA and their own role in that process		
	5	Understand the implementation of MCA and DoLS	Describe the wider implications of implementing MCA and DoLS		
	6	Knowledge of to develop a plan	Explain how to plan and capacity assessment and a best interest decision		



Target Group F				
Category	Standard	Capability	NSCB/NSAB Learning Options	Date Achiev
Core Safeguarding Awareness – Children	1	Know what child abuse and neglect are	Awareness of child abuse and neglect e-learning OR Single agency in house Level 1	
	2	Understand the importance of maintaining a child focus		
	3	Be able to recognise and identify concerns in the context of normal child development		
	4	Know what to do in response to your concerns		
	5	Review knowledge from level one	Safeguarding Children – Core training Level 2	
	6	Understand the importance of documenting, recording and sharing information and know who to contact		
	7	Understand the thresholds for intervention in the lives of children and how the framework is used in the assessment of children in need and their families		
	8	Know your role and responsibilities regarding safeguarding and those of the key agencies		
	9	Describe inter-agency roles and responsibilities for safeguarding and promoting the welfare of children	Safeguarding Children – Core training Level 3 (multi-agency)	
	10	Reflect on how parenting issues impact on their capacity to care for their children		
	11	Understand the key safeguarding terms associated with social care processes and the importance of working together		
	12	Recognise the importance of family history and functioning		
Core Safeguarding Awareness - Adults	1	Have an increased confidence in their understanding of their own values and attitudes in relation to adult abuse	Safeguarding Adults - Core training Level One	
	2	Be aware of and have an understanding of Safeguarding Adults		
	3	Be able to identify the different categories of abuse		
	4	Be more familiar with the signs and indications of abuse		
	5	Be clear about the roles and responsibilities of the alerter as defined within the procedures	Safeguarding Adults – Core training Level Two	
	6	Understand the safeguarding adults policy and procedures in Newcastle		
	7	Explain what constitutes a safe environment and preventative strategies		
	8	Describe capacity, consent and confidentiality		
	9	Have knowledge of laws & guidance available regarding safeguarding adults	Safeguarding Adults – Core training Level Three	
	10	Understand the role of the service manager and/or Designated Adult Safeguarding Manager (DASM)		
	11	Demonstrate skills and knowledge to contribute effectively to a safeguarding adults enquiry		
	12	Have an awareness, and application, of a range of local and national legal, policy and procedural frameworks when undertaking safeguarding adults activity		
	13	Ensure adults at risk are supported appropriately to be involved and represented in a safeguarding adults enquiry		
	14	Demonstrate the required level of skills and knowledge to undertake a safeguarding adults investigation (or assessment) as part of a safeguarding adults enquiry		