



Norfolk Safeguarding  
Children Partnership

## **NSCP Safeguarding Children Competencies Framework 2024**

Welcome to the Norfolk Safeguarding Children Competencies Framework. This framework has been developed by multi-agency partners in Norfolk and is designed to support understanding of what knowledge practitioners should have around safeguarding children depending on their role within their organisation.

Training should be updated/reviewed every three years (or more frequently) in line with organisational guidance/regulatory body.

**The stages are as follows:**

**Stage 1** – The General Public

**Stage 2** – General Workforce

**Stage 3** – Staff who may have contact with the general public including children, young people and families. This may include making general visits to homes.

**Stage 4** - Staff who will have some degree of contact with children, young people, families and adults in need of care and support as part of their role; including those who would be accessing homes.

**Stage 5** - Managers of staff in roles that cover stages 2-4

**Stage 6** – Staff who will provide direct support/interventions for children, young people, families and vulnerable adults as part of their role

**Stage 7** - Supervisors, Managers and Designated Leads who provide support to those who do direct work.

**Stage 8** - Have strategic roles and responsibilities for safeguarding e.g. Principal, Designated, Named or Lead Professional in their organisation.

**Stage 9** – Leaders and those with a governance role in their organisation.

## Stage 1 - The General Public

Competencies	Accessible Resources
<ul style="list-style-type: none"> <li>Recognise that something is concerning/makes you feel uneasy about a child's wellbeing and/or safety.</li> <li>Know who to contact to report this: NSPCC (0808 800 5000), Police, NCC Customer Service Centre (0344 800 8020).</li> </ul>	Leaflets Booklets Posters NSPCC campaigns Number to call prominent on websites Newsletters Information for children and young people provided through education establishment Information provided by venues/services regarding who to contact with concerns, e.g. schools, health services, youth groups etc. Social media
	<b>Example Roles</b>  Not applicable

## Stage 2 - General workforce

Competencies	Examples of types of training
<ul style="list-style-type: none"> <li>Stage 1 competencies</li> <li>Recognise that all children and young people can be vulnerable to abuse.</li> <li>Recognise abuse can be perpetrated or experienced by work colleagues.</li> <li>Know who to talk to in your organisation if you have concerns.</li> <li>Have confidence in voicing concerns.</li> <li>Understand where to take concerns next.</li> </ul>	As stage 1 In house learning hour Introductory e-learning Employment pack information Information on intranet systems Team meetings HR information Safeguarding Policy Whistleblowing and Complaints Policies
	<b>Example Roles</b>

	Administrative staff Non-public facing roles Office workers Home delivery drivers
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**Stage 3 - Staff who may have contact with the general public including children, young people and families. This may include making general visits to homes.**

Competencies	Examples of types of training
<ul style="list-style-type: none"> <li>• Stage 1 and 2 competencies</li> <li>• Have an understanding of child abuse, domestic abuse and adult abuse,</li> <li>• Understand your responsibility to report.</li> <li>• Know your organisational procedure for reporting concerns including named safeguarding lead.</li> <li>• Know who to talk to if you are still concerned.</li> <li>• Know how to get help for yourself.</li> </ul>	<p>As stage 1 and 2 Interactive basic children / adult safeguarding training (2-3 hours) delivered within the organisation or commissioned within induction period. E-learning packages (2-3 hours).</p>
	<p><b>Example Roles</b></p> <p>Tourist Information Officer Retail staff (including charity shops) Library officers Plumbers, electricians and other tradesmen Business Support Staff (if they have contact with the general public) Research and Information Officer Receptionists Housing Assistant Planning Enforcement Officer Media and Communications staff Intercollegiate level 1 staff Policy Development Support Officer Fundraisers Commissioning Officers School volunteers Taxi Drivers</p>

**Stage 4 – Staff who will have some degree of contact with children, young people, families and adults in need of care and support as part of their role; including those who would be accessing homes.**

Competencies	Examples of types of training
<ul style="list-style-type: none"> <li>• Stage 1-3 competences.</li> <li>• Understand what is meant by safeguarding and promoting the welfare of children and adults in need of care and support, and the different ways in which they can be harmed.</li> <li>• Have an awareness of potential indicators of harm to children, young people and adults in need of care and support.</li> <li>• Have an awareness of specific vulnerabilities (such as disability) and know what factors increase vulnerabilities.</li> <li>• Understand the process within your organisation for sharing your concerns with a safeguarding lead and when to share your concerns.</li> <li>• Understand your own role and responsibilities, and those of others, in relation to safeguarding and promoting the welfare of children and adults in need of care and support.</li> <li>• Understand the need for information sharing and accurate recording of concerns regarding children and adults in need of care and support.</li> <li>• Know when and how to respond to immediate safety issues in relation to children or adults with care and support needs.</li> <li>• Know what to do if you feel your concerns are not taken seriously.</li> <li>• Be curious about what is happening and be able to question further if something does not feel 'right' or if someone is being evasive.</li> <li>• Know what your role is in relation to safeguarding and know your professional boundaries in terms of where it starts and stops.</li> </ul>	<p>As stage 1-3            Full day safeguarding children / adults training.            Specific topic-based safeguarding training relevant to role.            E-learning packages (2-3 hours).</p>
	<p><b>Example Roles</b></p> <p>Housing Officers            Estate Managers            Intercollegiate Level 2 staff            Teachers and other school staff            Learning Support Assistants            Nursery workers            Community Development Staff            Employment Advisors            Benefits Advisors            Project staff            Restorative Approaches staff            Taxi drivers when commissioned by providers            Staff and volunteers at community-based clubs and societies</p>

**Stage 5 - Managers of staff in roles that cover stages 2 - 4.**

Competencies	Examples of types of training
<ul style="list-style-type: none"> <li>• As in competencies 1 - 4</li> <li>• Know your organisation’s safeguarding policies and procedures.</li> <li>• Ensure staff are trained appropriately and routinely check understanding.</li> <li>• Know how to use the Resolving Professional Disagreements Policy.</li> <li>• Know who to contact outside of your organisation when needed.</li> <li>• Know how to support the staff member making a referral or raising a concern.</li> <li>• Know the principles and procedures for information sharing and recording.</li> <li>• Know how to manage allegations against staff, including understanding the role of the Local Authority Designated Officer (LADO).</li> <li>• Be aware of and use Safer Recruitment Guidance when employing staff.</li> </ul>	<p>As stage 1-4 Supervision training – interactive Information sharing in safeguarding Management Training</p> <hr/> <p><b>Example Roles</b></p> <p>Area Housing Manager Community Safety Manager Library Managers Service Business Manager Office Manager Retail Managers Intercollegiate Level 2 Designated Safeguarding Leads in community-based clubs and societies Headteachers and Designated Safeguarding Leads</p>

**Stage 6 - Staff who will provide direct support/interventions for children, young people, families and vulnerable adults as part of their role**

Competencies	Examples of types of training
<ul style="list-style-type: none"> <li>• Stage 1-4 competences.</li> <li>• Understand your role and responsibilities within safeguarding.</li> <li>• Be aware of and understand relevant current legislation, policy and procedures that underpin your work.</li> </ul>	<p>As stage 1-4 Multi-agency Safeguarding children/adult training Safeguarding refresher training Peer learning NSCP training Conference attendance</p>

<ul style="list-style-type: none"> <li>• Know what contributes to abuse and be able to recognise possible signs of abuse.</li> <li>• Understand the impact of parental/carers behaviours on parenting capacity/ on the welfare of a child/adult.</li> <li>• Use a strength-based approach with children and families?</li> <li>• Know when and how to share information appropriately to ensure the welfare of the child – understand and apply relevant data/information sharing procedures.</li> <li>• Be able to effectively contribute to multi-agency meetings and provide respectful challenge where needed.</li> <li>• Actively participate in decision making and formulating safeguarding plans with children and families and other professionals.</li> <li>• Be able to communicate effectively with children and young people to ensure their lived experience is understood and their voice is heard.</li> <li>• Be able to have honest conversations with parents/carers and professionals, even where this feels difficult.</li> <li>• Be able to manage professional differences and know the processes in place to resolve these differences or through the escalation procedures where needed.</li> <li>• Demonstrate professional curiosity.</li> <li>• Be able to work effectively with other professional colleagues, in an open and honest way respecting the different roles, skills and knowledge of others.</li> <li>• Understand typical child development and family systems and recognise when children are not developing as expected. (Children’s workforce).</li> <li>• Complete holistic assessments - be able to identify what is going well, what you are worried about, complicating factors and what needs to happen next.</li> <li>• Be responsible for your own learning needs through attendance at training and development activities.</li> </ul>	<p>Topic based learning  Accessing further reading and information  Child Development (including adolescent development)  Practice based learning, e.g. Trauma Informed Practice.</p> <hr/> <p><b>Example Roles</b></p> <p>Educational Psychologists  Parent Support Advisers  Project Workers  Youth Workers  Family Support Workers  Social Workers  Intercollegiate Level 3  CAFCASS Family Court Advisors  Residential children’s practitioners  Outreach workers  Youth Justice staff  Instructors and Sports Coaches  Counsellors and therapists  Education Designated Safeguarding Leads  Headteachers</p>
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| <ul style="list-style-type: none"> <li>• Maintain up to date safeguarding knowledge including learning from CSPRs and SARs (particularly Norfolk focused reviews), understanding national themes and current evidence-based practice.</li> <li>• Understand and appreciate that staff/colleagues are capable of causing harm to children/adults - understand the role of the LADO and the Allegations against Staff and whistle-blowing procedures within your organisation.</li> <li>• Be able to reflect on own practice, learn from previous experiences and seek support when needed.</li> <li>• Be aware of the legislation and organisational policies and guidance regarding consent, including Mental Capacity.</li> <li>• Work within the Signs of Safety/Making Safeguarding Personal frameworks.</li> <li>• Understand and apply a trauma – informed approach with children/adults and work colleagues.</li> <li>• Have an in-depth knowledge on wider safeguarding issues e.g.:             <ul style="list-style-type: none"> <li>• Domestic abuse</li> <li>• Extra Familial Harm including exploitation</li> <li>• Radicalisation (Prevent)</li> <li>• Parental Conflict</li> <li>• Harmful Sexual Behaviour</li> <li>• Neglect</li> <li>• Modern slavery and human trafficking</li> <li>• Harmful practices including FGC and so-called ‘honor-based abuse.’</li> </ul> </li> </ul> |  |
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**Stage 7 - Supervisors, Managers and Designated Leads who provide support to those who do direct work.**

Competencies	Examples of types of training
<ul style="list-style-type: none"> <li>• Stage 6 competences</li> <li>• Provide reflective supervision.</li> <li>• Encourage and facilitate professional curiosity and challenge.</li> <li>• Know how to encourage staff to hold the child at the centre of practice/make safeguarding personal.</li> <li>• Be able to create a learning culture.</li> <li>• Ensure and routinely evaluate that staff are trained appropriately.</li> <li>• Ensure staff demonstrate use of appropriate practice skills.</li> <li>• Utilise the NSCP Thematic Learning Framework.</li> <li>• Know how to deal with complaints related to safeguarding practice and allegations against staff.</li> <li>• Apply knowledge of Safer Recruitment good practice.</li> <li>• Have a clear understanding of the roles and responsibilities of staff/managers across partner agencies and effectively work in partnership.</li> <li>• Be able to contribute to peer to peer and multi-agency audits to ensure cross sector effectiveness in safeguarding.</li> <li>• Enact a Trauma Informed Leadership Approach with all staff and families including demonstrating a good understanding of the impact of vicarious trauma.</li> <li>• Provide effective support to staff to promote their learning and development.</li> </ul>	<p>As stage 6 Safeguarding Supervision Training Job shadowing Peer support</p> <p><b>Other training options</b> Family Network Training NSCP Best Practice Events Safer Recruitment Training Trauma- informed training</p> <hr/> <p><b>Example Roles</b> Assessment Team Manager Child and Family Therapeutic Team Manager Independent Reviewing Officers Principal Educational Psychologist Family Support Manager (Children’s Services) Family Court Advisor Manager Project Manager Designated Safeguarding Leads in schools, colleges, District Councils and large voluntary sector organisations Intercollegiate Level 3 Education Designated Safeguarding Leads Headteachers Manager in Partner and Community Focus Social Worker (Practice Educators)</p>

**Stage 8 - Have strategic roles and responsibilities for safeguarding e.g. Principal, Designated, Named or Lead Professional in their organisation.**

Competencies	Examples of types of training
<ul style="list-style-type: none"> <li>• Stage 6 and 7 competences.</li> <li>• Hold the child centre at all times and ensure their voice is heard at all levels.</li> <li>• Work within a strengths-based approach.</li> <li>• Be accountable for specialist roles and responsibilities.</li> <li>• Identify and address organisational risk in safeguarding and escalate appropriately.</li> <li>• Enact trauma informed practice and leadership within your organisation and across the partnership.</li> <li>• Know the functions and accountabilities of the NSCP.</li> <li>• Engage in the work of the NSCP and drive forward the Norfolk safeguarding agenda, promoting priorities within and across sectors.</li> <li>• Be able to contribute to the development of safeguarding policy, practice and knowledge within Norfolk.</li> <li>• Be able to share and apply best practice within Norfolk.</li> <li>• Know how to undertake and contribute to safeguarding reviews on behalf of your organisation across adults and children’s services.</li> <li>• Be able to provide specialist advice and guidance across the workforce.</li> <li>• Be able to support the workforce in resolving disagreements and in challenging poor practice.</li> <li>• Know how to lead service reviews.</li> <li>• Be able to know how to implement and audit the effectiveness of safeguarding services on an organisational level.</li> <li>• Be able to collaborate effectively with colleagues at a strategic level county wide.</li> </ul>	<p>As stage 6 - 7 Safeguarding Supervision Training Job shadowing Peer support</p> <p><b>Other training options</b> As stage 7</p> <hr/> <p><b>Example Roles</b></p> <p>Intercollegiate Levels 4 and 5 Head of Social Work Head of Partner and Community Focus Principal Social Worker Head of Practice Development – Children’s Services NSCP Head of Business Delivery NSCP Workforce Development Officer Head of Youth Offending Service Head of Localities Assistant Directors Senior Executives of children, young people and family focussed organisations Designated Leads of statutory organisations, such as CAF/CASS and Probation Senior Managers in Voluntary Sector</p>

<ul style="list-style-type: none"> <li>• Be responsible for assuring the quality of safeguarding improvement processes.</li> <li>• Be able to digest and synthesise policy, legislation etc. for frontline staff.</li> <li>• Support frontline staff with current best practice and evidence relevant to their professional role.</li> <li>• Support and encourage reflection amongst the workforce.</li> <li>• Be able to deliver training and learning opportunities as required.</li> <li>• Lead on LADO procedures for your own organisation.</li> </ul>	
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**Stage 9 – Leaders and those with a governance role in their organisation.**

Competencies	Examples of types of training
<ul style="list-style-type: none"> <li>• Stage 1 - 3 competencies.</li> <li>• Understand your organisation’s safeguarding responsibilities.</li> <li>• Have knowledge of the legal duties of safeguarding and how it applies to your organisation.</li> <li>• Be able to scrutinize how safeguarding is implemented in your organisations.</li> <li>• Understand the potential risks to all stakeholders in the delivery of the services of your organisation.</li> <li>• Have knowledge of Safer Recruitment Practices.</li> <li>• Have knowledge of LADO processes.</li> <li>• Have an awareness of the importance of Trauma Informed Leadership and Practice</li> </ul>	<p>As stage 1 - 3 Training relevant to your governance role</p> <hr/> <p><b>Example Roles</b></p> <p>Executives in a specific safeguarding role may have additional competencies as outlined in stage 7 and 8 above.</p> <p>Trustees / Board members School Governors Elected Members Chief Executives of statutory organisations Chief Executives of organisations that are not focussed solely on services to children, young people and families Non-executive directors</p>