



Competency Framework for the Information, Advice and Assistance (IAA) Workforce

Section 6: Safeguarding Individuals

There is some indicative mapping against the roles of 'information, advice and assistance'. Each local authority and/or agency should however, make a judgement against the roles and functions of their workers.

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
1. Develop	Knowledge and understanding about:					
knowledge and understanding of the safeguarding of children and young people	1.1 Legislative, regulatory, organisational requirements, and national standards for safeguarding children and young people and how these relate to the role of IAA workers					Signature:
						Date:
	 1.2 How enquiries and reviews have influenced legislative frameworks and standards are used to inform practice 					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	1.3 What is meant by the terms:'child at risk''significant harm'					Signature:
						Date:
	1.4 How to establish when harm is considered to be 'significant'					Signature:
						Date:
	1.5 The potential impact and effects of abuse, neglect and harm on children and young people					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	1.6 Signs and symptoms that may indicate that a child or young person has been, or is in danger of being, harmed or abused					Signature:
						Date:
	1.7 Requirements where there are concerns that a child or young person has been, or is in danger of being harmed or abused, including statutory duties to report					Signature:
						Date:
	1.8 Key considerations for a child or young person at risk					Signature:
	Key considerations: outcomes- focused approach, mental capacity, advocacy					
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	1.9 Barriers that may deter reporting of concerns about abuse, neglect or harm					Signature:
						Date:
	1.10 The role of different agencies, including advocacy, for the safeguarding of children and young people					Signature:
						Date:
	1.11 The potential impact on children and young people of having a range of different professionals and agencies involved in their lives if they have been identified as 'child at risk'					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	1.12 The purpose and role of safeguarding boards for children and young people at risk					Signature:
	Safeguarding boards: national and regional					Date:
	Practice You are able to work in ways that:					
	1.13 Comply with legislative, regulatory and organisational requirements and national standards for safeguarding children and young people in accordance with own role and responsibilities					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	1.14 Ensure that knowledge and understanding is routinely updated in relation to new and emerging safeguarding trends					Signature: Date:
2. Develop						Date.
knowledge and understanding of the safeguarding of adults at risk	Knowledge and understanding about: 2.1 Legislative, regulatory, organisational requirements, and national standards for safeguarding adults at risk and how these relate to the role of Information, Advice and Assistance workers					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	 2.2 How enquiries and reviews have influenced legislative frameworks and standards are used to inform practice 					Signature:
						Date:
	2.3 What is meant by the term 'adult at risk'					Signature:
						Date:
	2.4 The potential impact and effects of abuse, neglect and harm on individuals					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	2.5 Signs and symptoms that may indicate that an individual has been, or is in danger of being, harmed or abused					Signature:
						Date:
	2.6 Requirements where there are concerns that an adult at risk has been, or is in danger of being harmed or abused including statutory duties to report					Signature:
						Date:
	2.7 Barriers that may deter reporting of concerns about abuse, neglect or harm					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	2.8 The role of different agencies, including advocacy, for the safeguarding of adults at risk					Signature:
						Date:
	2.9 The purpose and role of safeguarding boards for safeguarding adults at risk Safeguarding boards: national and					Signature:
	regional					Date:
	2.10 Why and when a Section 126 enquiry would be commenced					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	2.11 The process of a Section 126 enquiry and the roles and responsibilities of those involved					Signature:
						Date:
	2.12 Key considerations that should be made when a Section 126 enquiry is being undertaken					Signature:
	Key considerations: outcomes focused approach, person centred enquiries, mental capacity, advocacy, consent					Date:
	2.13 The importance of using a co- productive approach with adults and their families/carers throughout the safeguarding process					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	Practice You are able to work in ways that:					
	2.14 Comply with legislative, regulatory, organisational requirements, and national standards for safeguarding adults at risk in accordance with own role and responsibilities					Signature: Date:
	2.15 Ensure that knowledge and understanding is routinely updated in relation to new and emerging safeguarding trends					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
3. Use	Knowledge and understanding about:					
approaches that safeguard children and young people and/or adults at risk legislation and Codes of Practice	3.1 Links between person/child centred practice and the safeguarding of children and young people and/or adults					Signature: Date:
	3.2 The importance of embedding safeguarding in a holistic and individualised approach to support for well-being					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	 3.3 How to support the development of a culture and environment that: promotes person/child centred practice in the safeguarding of children and young people and/or adults at risk supports positive relationships with children and young people and/or adults at risk enables children and young people and/or adults at risk and their families/carers to express their fears, anxieties, feelings and concerns without worry of ridicule, rejection or retribution 					Signature: Date:
	3.4 What needs to be considered when responding to disclosures or allegations of abuse, neglect or harm					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	3.5 The importance of early intervention and prevention and actions that should be taken where there are emerging concerns about abuse and/or neglect and harm					Signature:
						Date:
	3.6 Types of interventions that can be made, how these should be considered and who should be involved					Signature:
						Date:
	3.7 The importance of co-producing interventions with children and young people and/or adults at risk, their families/carers whilst taking account of any risk factors					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	3.8 What needs to be considered when sharing outcomes from safeguarding enquiries					Signature: Date:
	Practice You are able to work in ways that:					
	3.9 Support children and young people and/or adults at risk and their families/carers to identify factors, situations and actions that may cause, or lead to harm and abuse					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	3.10 Support children and young people and/or adults at risk to identify what needs to be in place to avoid situations that may lead to harm or abuse					Signature:
						Date:
	3.11 Support children and young people and/or adults at risk and others to agree procedures to follow if situations, events or behaviour occur that could lead to harm or abuse					Signature:
						Date:
	3.12 Use a co-productive approach to agree fair, safe, consistent and understandable boundaries with children and young people and/or adults at risk to keep them safe					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	3.13 Support children and young people and/or adults at risk to recognise when the behaviour towards them or others is inappropriate or unacceptable					Signature:
						Date:
	3.14 Ensure that immediate action is taken where there are signs or symptoms of harm or abuse or where this has been disclosed or alleged					Signature:
						Date:
	3.15 Challenge behaviour or actions that may lead to harm or abuse					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	3.16 Ensure that records and reports meet legislative and organisational requirements					Signature:
	Legislative and organisational requirements: are detailed, accurate, timed, dated and signed, adhere to confidentiality agreements and avoid the use of statements that could adversely affect the use of evidence in future investigations and in court					Date:
	3.17 Follow agreed procedures to pass on reports and information about suspected or disclosed harm or abuse within confidentiality agreements					Signature: Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	Information, advice and assistance	Evidence	Signature and date
	3.18 Ensure that communication is conducted in a way that recognises confidentiality within the boundaries of safeguarding					Signature:
						Date:
	3.19 Use supervision and support to consider the impact on self and others of suspected or disclosed harm or abuse					Signature:
						Date:
	3.20 Continually reflect on own behaviour to ensure that it does not contribute to situations, actions or behaviour that may be harmful or abusive					Signature:
						Date:

Learning outcome	Training, learning, development and practice standards	Information	Information and advice	advice and assistance	Evidence	Signature and date
	3.21 Access additional support for situations that are outside of own expertise, role and responsibility					Signature:
						Date:
•	s for section 6 - set of power point slides ic criteria for knowledge and understanc		delivered as a	whole, or spli	t up for standalone delivery for	each learning

I confirm that has demonstrated achievement of the knowledge learning outcomes set out in section 6 of

Date:

Date:

the Information, Advice and Assistance Competency Framework in accordance with their role and responsibilities.

Signed and dated: (manager).....

Signed and dated: (worker).....