

# Safeguarding

## Safeguarding Competency Framework (1)



The revised Safeguarding Competency Framework (January 2022) aligns with the guidance [‘Working together to safeguard children’](#). It sets out the minimum requirements for safeguarding children learning which supports individuals and organisations to undertake their safeguarding roles and responsibilities in a **confident** and **competent** manner.

Its purpose is to encourage practitioners to apply a flexible learning approach to their safeguarding professional development. It is a multiagency reflective tool, to be used by all that have contact with children and families, ranging from volunteers to those with overall responsibility.

The framework allows you to document evidence of your competence in safeguarding, giving emphasis on not only formal learning, but also the many experiences that contribute to your knowledge and understanding e.g., making a referral, dealing with a hostile parent, reading a serious case review, discussing a news article with a colleague, reviewing policies etc.

By collating an evidence log, practitioners can reflect on what has been learnt and what areas for development are required. This allows for a more strategic approach to targeting gaps in knowledge. This would be a valuable resource for you to use during team meetings, inductions, and staff supervision.

## Task 1

With any form of continuous professional development, there is the expectation that it will influence your practice enabling you to be more competent in your role.

If you were to attend early maths training for example, it is safe to say that on your return to your setting, you would have a heightened awareness of what best practice would look like in this area; you may choose to add new resources, offer different activities, it may change how you speak to the children about maths, what you comment or ask and relay important key messages that you feel the rest of the team, parents and carers should know...

Reflect and discuss-

- Should this be any different when we think about safeguarding CPD? Often practitioners can see statutory training as a 'tick box' exercise, enrolling in training when expiry dates loom! But take into consideration the example above.
- Is safeguarding CPD considered in the same way as the example of early maths? If not, why not? If it is, how so?
- What other opportunities contribute to how practitioners develop their safeguarding practice, improving their competence in safeguarding children effectively?
- How as a manager can you identify gaps in knowledge and plan targeted CPD opportunities accordingly?

## Task 2

Visit [competency-framework-2022.pdf \(lcitylscb.org\)](https://www.lcitylscb.org/competency-framework-2022.pdf) to find further information and guidance on how the Safeguarding Competency Framework can be implemented.

An hour-long briefing is available for those new to the framework. Identify anyone within the team that would benefit from this, and map time for them to access.

Once all staff have a sound understanding of the framework and it's intended use, discuss as a team how you could utilise the process to strengthen safeguarding practices within your provision.