

# Safeguarding

## Safeguarding Competency Framework - Evidence



Evidence collated for your competency logs should be meaningful, authentic, varied, and specific to the individual. For example: It isn't of value to evidence in your log that you have a safeguarding policy in place within your setting, but instead an example of a time when you have had to implement the policy yourself.

Evidence can be based on practical experience, formal training, professional discussion and CPD activities such as role play or safeguarding quizzes etc.

### **Task 1**

Have you already started the process of collating evidence for your logs? Or are you at the beginning of the process, making a start on getting expectations established?

Below are some reflective questions to support you in reviewing what is already in place or in identifying your next steps in getting started.

- Are staff familiar with the competencies that they are expected to meet?
- Do managers and leaders provide clear guidance for practitioners with regard to appropriate evidence?
- Are competency logs discussed as a part of supervisions/appraisals?

- Is the evidence collated; varied, meaningful and personal to the individual?
- Do staff include online safeguarding learning when collating evidence? If so, what processes are in place to ensure that the practitioner is able to apply the theory of the learning to the context of their role?
- Are clear CPD next steps identified when reviewing staffs evidence logs?

Where you struggle to think of an example of an event or incident that has occurred that evidence your competency, consider completing a scenario task.

## **Task 2**

Read the following scenario:

A child presents with bruising on his arm that looks like teeth marks. The child discloses to you that his mum bit him as he had been naughty. He said he had bit his sister as she wouldn't let him have his car back. A member of staff had remembered that mum had said on another day that he bites himself when he gets cross. No-one wants to ask mum, everyone thinks it's the manager's job but she's out at the moment...

In a group discuss the scenario and how you would meet the needs of the child.

- What policies and procedures would you need to adhere to?
- Are you confident of the action you would take?
- How will you ensure that the child's voice is heard?
- What skills from training or previous experience have you acquired that that will help you manage this situation effectively?
- What should staff do if they are unsure of the appropriate steps to take?
- If the manager is not available, who else would you be able to contact for advice?

Once you have completed the scenario, reflect on your list of competencies and log where you feel you have evidenced your competence.

<http://lrsb.org.uk/competency-framework-overview>

[dsl-or-professional-advisor-competency-evidence-log.docx \(live.com\)](#)

## **Further information:**

- <http://Irsb.org.uk/learning-opportunities>
- <http://Irsb.org.uk/safeguarding-children-learning>

Leicestershire and Rutland Safeguarding Partnerships Business Office - Competency Framework & Training Strategy (Irsb.org.uk)