

Transcript of Learning: Wales

Groups A - C

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This transcript illustrates how Thirtyone:eight’s training meets the requirements of the [National Safeguarding Training Learning and Development Standards](#) for Wales. The Standards categorise practitioners into Groups A – F depending on what their role involves.

Group A practitioners are **all** staff and volunteers in public and voluntary sector organisations in Wales.

Group B practitioners work directly with people. They can be paid staff or volunteers in regulated or unregulated work.

Group C practitioners have direct responsibility for safeguarding people. They advise and make decisions about safeguarding. Safeguarding Leads are Group C practitioners.

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Course Key:

- Gateway to Safeguarding (Gateway)
- Safeguarding Children and Young People (SCYP)
- Adults at Risk of Harm (ARH)
- Safeguarding in Pastoral Ministry (PM)
- Safeguarding Leads: Standard (SL Standard)
- Peer reflection (part of SL Standard)
- Advanced Safeguarding Adults (ASA) **AVAILABLE AUTUMN 2026** AND/OR:
- Advanced Safeguarding Children (ASC) **AVAILABLE SUMMER 2026**
- Working Alongside Safeguarding Professionals (WASP)
- Domestic Abuse Awareness (DA Aware)
- Safeguarding for Trustees

Group A:

Practitioners should complete 1 – 3 hours of training. Undertaking Thirtyone:eight’s Gateway to Safeguarding course, or any of the others listed, meets this requirement.

Section a: How to work in ways that safeguard people from abuse, harm and neglect.

Framework requirement:	Course(s):	Applicable course component:
1. What’s meant by the term ‘safeguarding’.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM	Gateway, SCYP and ARH: Unit 1 – Recognise PM: Slide 5 + handbook
2. The main categories of abuse and neglect.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i>	Gateway, SCYP and ARH: Unit 1 – Recognise PM: Slide 12 + handbook

	PM	
3. Common signs and symptoms associated with abuse, harm and neglect.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM	Gateway, SCYP and ARH: Unit 1 – Recognise PM: Slide 12 + handbook and link to SCIE resource
4. Other situational risk ¹ areas that may lead to abuse, harm and neglect.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM	Gateway, SCYP and ARH: Unit 1 – Recognise PM: Breakout room slide 11, scenarios and module 4 (places)
5. Overview of the legal framework and what it means in practice, including an awareness of Part 7 of the Social Services and Well-being (Wales) Act 2014 and their own agency policy.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM	Gateway, SCYP and ARH: Unit 1 – Recognise, Unit 4 – Report, Unit 5 - Reflect SCYP and ARH: Also in legislation and guidance table in handbook and Wales-specific section of handbook PM: SS&WW Part 7 named in legislation table in handbook. Legislation informing local policy addressed in ‘processes’ module and ‘safeguarding children and adults’ section of handbook.
6. How the legal framework supports people’s rights to be protected from abuse, harm and neglect.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM	Gateway, SCYP and ARH: Unit 1 – Recognise and Unit 5 – Reflect PM: Slide 12 and ‘safeguarding children and adults’ section of handbook
7. The roles of different agencies and others involved in safeguarding people’s welfare, in the context of the setting.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM	Gateway, SCYP and ARH: Unit 4 – Report PM: Slide 36 – record keeping and referral. Throughout in terms of local context.
8. The role and responsibilities of practitioners in safeguarding.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i>	Gateway, SCYP and ARH: Throughout (Recognise, Respond, Record, Report, Reflect)

¹ Risk areas can include e-safety and domestic abuse

	PM	PM: Slide 36 – record keeping and referral. Throughout in terms of local context.
9. Uphold the rights of people, families and carers.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM	Gateway, SCYP and ARH: Unit 1 – Recognise, Unit 2 - Respond PM: Throughout- especially scenarios and module 1 'people'.

Section b: The factors, situations and actions that could lead or contribute to abuse, harm or neglect.

Framework requirement:	Course(s):	Applicable course component:
1. Why some people could be more at risk from abuse, harm or neglect.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM	Gateway, SCYP and ARH: Unit 1 – Recognise PM: Breakout room slide 11
2. How someone's situation can increase the risk of abuse, harm or neglect, for example, adverse childhood experiences.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM	Gateway, SCYP and ARH: Unit 1 – Recognise PM: Appendices on care experience, ACEs and Trauma, bereavement, mental health etc.
3. Why abuse may not be disclosed by people, family, friends or practitioners, including volunteers.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM	Gateway, SCYP and ARH: Unit 2 – Respond PM: Discussion slide 25, and slide 36

Section c: How to report, respond and record concerns or allegations related to safeguarding.

Framework requirement:	Course(s):	Applicable course component:
1. Why it's important to report any concerns about possible abuse, harm or neglect and everyone's duty to do this.	Gateway <i>or</i> SCYP <i>or</i>	Gateway, SCYP and ARH: Unit 2 – Respond and Unit 4 – Report

	ARH <i>or</i> PM	PM: Throughout, esp. slide 36 'record keeping and referral'
2. How and when to report concerns – have an understanding of your agency or employer’s reporting process or mechanisms.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM	Gateway, SCYP and ARH: Unit 4 – Report PM: Slide 36 and scenarios
3. What should be reported and recorded.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM	Gateway, SCYP and ARH: Unit 3 – Record and Unit 4 – Report PM: Slide 36
4. How to respond to suspected, disclosed or alleged harm, abuse or neglect	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM	Gateway, SCYP and ARH: Unit 2 – Respond PM: Handbook section 'responding well to a disclosure of abuse' and scenarios in webinar.
5. Actions to take and actions to avoid if harm, abuse or neglect is suspected, disclosed or alleged.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM	Gateway, SCYP and ARH: Unit 2 – Respond PM: Above section includes a list of 'dos and don'ts'.
6. Boundaries of confidentiality ² in relation to safeguarding and information that must be shared.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM	Gateway, SCYP and ARH: Unit 3 – Record and Unit 4 – Report PM: Slide 36, scenarios and handbook
7. Potential barriers to reporting or raising concerns.	Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM	Gateway, SCYP and ARH: Unit 2 – Respond PM: Slide 25, slide 36 and handbook

² [Caldicott Principles: Eight principles to make sure people's information is kept confidential and used appropriately. National Data Guardian, 2020](#)

<p>8. Actions to be taken where there are ongoing concerns about abuse, harm or neglect or where concerns have not been addressed after reporting.</p>	<p>Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM</p>	<p>Gateway, SCYP and ARH: Unit 4 – Report PM: Notes slide 36 ‘referral’ - If you don’t feel that your concern has been acted upon and a person is still at risk of harm, follow the escalation process in your safeguarding policy – this may involve bringing the concern to a regional lead or external body.</p>
<p>9. What the term whistleblowing means.</p>	<p>Gateway <i>or</i> SCYP <i>or</i> ARH <i>or</i> PM</p>	<p>Gateway, SCYP and ARH: Unit 4 – Report PM: Notes slide 36 ‘referral’ - All organisations should also have a whistleblowing policy that lays out the process and acknowledges the rights of people to raise a concern that their organisation may be causing harm by its action or inaction.</p>

Group B:

Everyone in this group will also need to know everything in group A. Practitioners should complete a minimum of 6 hours of training

Section a: Legislation, national policies, and codes of conduct and professional practice in relation to safeguarding.

Framework requirement:	Course(s):	Applicable course component:
1. The categories of abuse and neglect as defined in Section 197 of the Social Services and Well-being (Wales) Act 2014.	SCYP <i>or</i> ARH	SCYP: Module 1 –Recognise Slide 11 + handbook ARH: Handbook page 36 ‘categories of abuse’ and page 37, link to full list of descriptions and indicators from Wales Safeguarding Procedures, Module 1 slide 15 – categories of harm and abuse
2. Common signs and symptoms associated with abuse, harm and neglect	SCYP <i>or</i> ARH	SCYP: Module 1 – Recognise Slide 12 ‘signs and indicators’ + all scenarios ARH: Module 1, slide 21 ‘signs and indicators of abuse and further examples in individual case scenarios in module 2 and videos in modules 1 and 3
3. Other situational risk areas that may lead to abuse, harm and neglect.	SCYP <i>or</i> ARH	SCYP: Module 1 – Recognise Slides 22, 23 and 24 ARH: Module 1, slide 11 – vulnerability at different times in adulthood. Also slide 17, recognising all harm, slide 18 modern slavery video, slide 19 contemporary concerns and slide 20 ‘mate crime’ video
4. Overview of the legal framework and what these mean in practice, to include local and national policy and principles, Children Act, Mental Capacity Act, Domestic Abuse legislation and the United Nations principles (older people) and conventions (children) and European Convention on Human Rights.	SCYP <i>or</i> ARH	SCYP: Mentioned in introduction, covered in ‘Wales’ section in handbook ARH: Handbook page 11 and 34 – 40, appendix 1 human rights, module 3 47 – 51 Mental Capacity Act, United Nations Principles for Older Persons Module 2 slide 35
5. How the legal framework supports people’s rights to be protected from abuse, harm and neglect.	SCYP <i>or</i> ARH	SCYP: Mentioned in introduction, covered in ‘Wales’ section in handbook

		ARH: Module 1, slide 14 – legislation, module 3 slides 47-51 around mental capacity, handbook page 11 and 34 – 40
6. The roles of different agencies and others involved in safeguarding people’s welfare, in the context of your setting.	SCYP or ARH	SCYP: Module 4 – Report + ‘Wales’ section in handbook ARH: Module 4 ‘report’ and handbook page 37– safeguarding lead, emergency services, safeguarding boards, LADO/DOFA, MASH, Social Care Wales, Police
7. Legislation ³ , statutory guidance, national policies and codes of conduct and professional practice that relate to the safeguarding of people – both adults and children and young people – and what these mean in practice	SCYP or ARH	SCYP: Mentioned in introduction, covered in ‘Wales’ section in handbook ARH: Module 1, slide 14 – legislation, Module 4 – report, handbook page 11 and 34-40, Module 5 slide 63, reflect – preventative safeguarding and appendix 4 preventative safeguarding
8. How legislative frameworks support people’s rights to be protected from abuse, harm and neglect.	SCYP or ARH	SCYP: Mentioned in introduction, covered in ‘Wales’ section in handbook ARH: Module 1, slide 14 legislation, module 3 slides 47-51 around mental capacity, and appendix 1 human rights
9. Being open and honest with people if things go wrong ⁴ or had the potential to go wrong.	SCYP or ARH	SCYP: Module 5 – Reflect, slides 57, 58 and 59 ARH: Module 5 slide 61 – why reflect?

³ [Social Services and Well-being \(Wales\) Act 2014](#), [Mental Capacity Act 2005](#) and [Children’s Act 1989](#).

⁴ Duty of candour: Understand the need to be accountable for your own work. This includes being open and honest with people if things go wrong, including providing a full and prompt explanation to the employer or the appropriate authority of what has happened.

Section b: How to work in ways that safeguard people from abuse, harm and neglect.

Framework requirement:	Course(s):	Applicable course component:
1. The roles of different agencies and others involved in safeguarding people’s welfare, in the context of your setting.	SCYP or ARH	SCYP: Module 4 – Report, especially slides 52 - 54 + ‘Wales’ section in handbook ARH: Module 4 ‘report’ and handbook Wales section – safeguarding lead, emergency services, safeguarding boards, LADO/DOFA, MASH, Social Care Wales, Police
2. The role and responsibilities of practitioners in safeguarding.	SCYP or ARH	SCYP: Module 4 – Report, especially slides 52 - 54 + ‘Wales’ section in handbook ARH: As above + module 3 slide 52 advocacy and module 2 slide 41 ‘why we respond’
3. The role of advocacy in relation to safeguarding – externally and in relation to your role.	SCYP or ARH	SCYP: Appendix 2 - Advocacy in handbook ARH: Module 3 slide 52 advocacy and handbook section on advocacy
4. How to establish relationships that support trust and rapport with people, families and carers.	SCYP or ARH	SCYP: Module 1 slide 24 – contextual safeguarding, and Module 2 (respond, throughout) and Appendix 3 – Child centred safeguarding, Appendix 5 – Contextual safeguarding. ARH: Module 1, slide 23 – approaches to safeguarding adults, Module 2 – Respond, Module 5 slide 63, ‘what good is it making someone safer if it merely makes them miserable.
5. How to work in a person/child-centred way to follow the safeguarding principles while upholding the rights of people.	SCYP or ARH	SCYP: Appendix 3 – Child centred safeguarding, Module 2 – respond (throughout) and slide 55 – considerations and challenges of reporting. ARH: Module 1, slide 23 – approaches to safeguarding adults, appendix 1 in handbook – human rights, appendix 2 -strengths-based approach

<p>6. How to enable people to make decisions about what matters to them and stay in control of their lives.</p>	<p>SCYP or ARH</p>	<p>SCYP: Appendix 3 – Child centred safeguarding and slide 55 – considerations and challenges of reporting. ARH: As above + sections about mental capacity and advocacy - module 3 slides 48-52 around mental capacity, handbook section on advocacy</p>
<p>7. How to promote people’s voice at all times, listening to their lived experience</p>	<p>SCYP or ARH</p>	<p>SCYP: As above + victim-survivor voices and slide 43 - recording disclosures or concerns. ARH: As above plus handbook appendix 3 – trauma awareness</p>
<p>8. How to support people to balance their rights and responsibilities, while making sure you uphold your duty of care.</p>	<p>SCYP or ARH</p>	<p>SCYP: Module 4 – report and Module 5 - reflect ARH: Module 1, slide 23 – approaches to safeguarding adults, appendix 1 in handbook – human rights, appendix 2 -strengths-based approach, sections about mental capacity and advocacy - module 3 slides 48-52 around mental capacity, handbook section on advocacy, Module 5 slide 63, Module 2 responding well do / don’t and scenarios</p>
<p>9. How to promote an environment where people can express fears, anxieties, feelings and concerns without worry of ridicule, rejection, retribution or not being believed.</p>	<p>SCYP or ARH</p>	<p>SCYP: Module 2 – respond, especially slides 32 and 33 – responding well: do / don’t ARH: Module 2 – respond, scenarios, slides 28-29 responding well do/don’t and effects of abuse. Module 4, slide 58 – support and understanding, module 5 ‘reflect’ and reflection exercises in handbook</p>
<p>10. How to make people aware of how to keep themselves safe from abuse, harm and neglect.</p>	<p>SCYP or ARH</p>	<p>SCYP: Slide 60 – reflection and safer culture discussion + signposting in handbook + Appendix 11- Preventative Safeguarding and Safe Practice. ARH: Module 1, slide 23 approaches to safeguarding adults, Module 4 – report, slides 55-6 worried? Report your concern and consent to report, Module 2</p>

		scenarios. Handbook appendix 2- strengths-based approach
11. How to make people aware of the risks associated with using social media, the internet and mobile phones.	SCYP or ARH	SCYP: Slide 60 – reflection and safer culture discussion + signposting in handbook + Appendix 11- Preventative Safeguarding and Safe Practice. ARH: Module 1, slide 20 contemporary concerns including online harm, romance fraud and video module 3 (sending / receiving explicit images and videos)
12. How to work in ways that keep practitioners and people safe from abuse, harm or neglect.	SCYP or ARH	SCYP: Slides 60 – reflection and safer culture discussion + Appendix 11- Preventative Safeguarding and Safe Practice. ARH: Module 5- reflect (throughout) and appendix 4 preventative safeguarding
13. How to access support and training to think about and improve safeguarding knowledge, skills and practice.	SCYP or ARH	SCYP: Introduction to Thirtyone:eight and signposting section of handbook ARH: Module 5 – reflect, slide 62 and 64 and signposting sections of handbook
14. Know where to go for advice and support, if needed.	SCYP or ARH	SCYP: Introduction to Thirtyone:eight, Module 4 ‘report’ and signposting section of handbook ARH: Slide 4 – helpline signposting, Module 4- report, slides 55 and 56 – worried? Report your concern and role of safeguarding lead and signposting sections of handbook

Section c: The factors, situations and actions that could lead or contribute to abuse, harm or neglect.

Framework requirement:	Course(s):	Applicable course component:
1. Why some people could be more at risk from abuse, harm or neglect.	SCYP or ARH	SCYP: Slide 25 – increased vulnerability ARH: Module 1 slide 12, vulnerability at different stages of adulthood, slide 13 adults at risk, module 3 – slides around mental capacity
2. How someone’s situation can increase the risk of abuse, harm or neglect, for example, adverse childhood experiences.	SCYP or ARH	SCYP: Slide 24 – contextual safeguarding and slide 25 – increased vulnerability ARH: Module 1 – recognise, throughout, Module 2 - scenarios and slide 41 ‘why we respond’, appendix 3 – trauma awareness
3. Why people, family, friends, practitioners and volunteers may not disclose abuse.	SCYP or ARH	SCYP: Slide 41 (victim-survivor quote) and 42 ‘Why didn’t they tell me?’ ARH: Case scenarios – explore when people don’t realise they are experiencing abuse, not speaking same language, fear etc. Also Module 4 slide 57 – why people may not want to report
4. Actions, behaviours or situations that increase the risk of abuse, harm or neglect.	SCYP or ARH	SCYP: Slide 24 – contextual safeguarding and slide 25 – increased vulnerability and required reading in handbook on emerging and evolving forms of harm and abuse. ARH: Module 1 – recognise, throughout especially slides 12 and 18 - 21, Module 2 - scenarios
5. Features of perpetrator behaviour and grooming, including bullying, coercive control and controlling behaviour.	SCYP or ARH	SCYP: Slide 34 scenario, slide 35 – grooming and 36 – position of trust ARH: Module 1 – recognise, slides 18 – 21, slide 22 signs and indicators of abuse, Module 2 - scenarios
6. Learning from reviews and reports into serious failures to protect people from abuse, harm or neglect.	SCYP or ARH	SCYP: Module 5 – reflect and quotes from IICSA final report.

		ARH: Module 5 – reflect, throughout – reports and impacts discussed slide 62
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Section d: How to report, respond and record concerns or allegations related to safeguarding.

Framework requirement:	Course(s):	Applicable course component:
1. The importance of reporting any concerns about possible abuse, harm or neglect and everyone’s duty to do this.	SCYP <i>or</i> ARH	SCYP: Module 4 – Report and Wales section of handbook. ARH: Module 4 – report, especially slide 55, worried? Report your concern and handbook– mandatory reporting in Wales
2. How and when to report any concerns about alleged abuse, harm or neglect.	SCYP <i>or</i> ARH	SCYP: Module 4 – Report and Wales section of handbook. ARH: Module 3 – record, slide 44 ‘recording disclosures or concerns, Module 4 – report, throughout
3. How to respond if abuse, harm or neglect is suspected or alleged.	SCYP <i>or</i> ARH	SCYP: Throughout webinar- especially Module 2 - Respond ARH: Module 2 – respond, throughout
4. Actions to be taken where there are ongoing concerns about abuse, harm or neglect or where concerns haven’t been addressed after reporting.	SCYP <i>or</i> ARH	SCYP: Module 3 – Record (recording patterns) and slide 53 – Worried? Report your concern (includes escalation and whistleblowing) ARH: Module 4- report, slide 55 – worried? Report your concern and Module 5 slide 64 – inclusion of whistleblowing
5. What should be reported and recorded, when this should happen and how this information is stored.	SCYP <i>or</i> ARH	SCYP: Module 3 – Record and Module 4 - Report ARH: Module 3 – record and Module 4- report. Slide 44 - info around data storage

6. How to record written information that's accurate, clear and relevant with an appropriate level of detail.	SCYP or ARH	SCYP: Module 3 – Record, and sample recording template in handbook. ARH: Module 3- record, particularly slide 44 – recording disclosures or concerns
7. The difference between fact, opinion and judgement, and why understanding this is important when recording and reporting information.	SCYP or ARH	SCYP: Module 3 – Record, especially slide 43 ARH: Module 3 – record, slide 44 – recording disclosures or concerns
8. Confidential boundaries in relation to safeguarding and information that must be shared.	SCYP or ARH	SCYP: Module 4 – Report, especially slide 55 – considerations and challenges. ARH: Module 2 – respond, particularly slide 29 ‘don’t promise secrecy, module 4, slides 56-59 around consent and risk assessment
9. Potential barriers to reporting or raising concerns and how to address them.	SCYP or ARH	SCYP: Slide 36 – challenges of responding well, Slide 55 – considerations and challenges (reporting) and slide 42 ‘Why didn’t they tell me?’ ARH: Module 2 slide 40 – challenges of responding and module 4, slide 57 – why might someone say no [to reporting]? Slides 58 -59- no consent, support, understanding and risk assessment
10. Know what the term ‘whistleblowing’ means and how to follow your organisation’s whistleblowing policy.	SCYP or ARH	SCYP: Slide 53 – Worried? Report your concern (includes escalation and whistleblowing) ARH: Module 5 slide 64 –whistleblowing, appendix 4 preventative safeguarding

Group C:

Everyone in this group will also need to know everything in group A and group B. In group C there is an expectation that practitioners will undertake both generic and role-specific safeguarding training.

Training hours: Social Care Wales sets out an expectation of 8 hours in probation that cover Groups A and B requirements, then 18 hours on additional topics over 3 years, plus the 8 again as refresher of the core training⁵.

Meeting Group C requirements with Thirtyone:eight: Our standard Safeguarding Leads course covers 80% of the learning curriculum required for Group C. The following transcript of learning evidences how practitioners can meet all the Group C requirements with Thirtyone:eight by completing the following courses:

- Safeguarding Leads: Standard (SL Standard) 5hrs
- Peer reflection (part of SL Standard) 1hr
- Working Alongside Safeguarding Professionals 2hrs
- Domestic Abuse Awareness 2hrs
- A choice from the following depending on your role:
 - AVAILABLE Autumn 2026 Advanced Safeguarding Adults 2.5hrs AND / OR
 - AVAILABLE Summer 2026 Advanced Safeguarding Children 2.5hrs AND / OR
 - Safeguarding for Trustees 2.5 hrs

Practical Considerations:

- A group C practitioner who has already completed foundational safeguarding children and / or adults training should expect to undertake 6 hours of safeguarding training a year, every year.
- To do this with Thirtyone:eight, we recommend in year one completing Safeguarding Leads: Standard and the accompanying peer review session which totals 6 hours.

⁵ [Group C | Social Care Wales](#) (Learning hours stated in 'How much training, learning and development' section.)

- In years two and three, select a mix of relevant subjects to evidence 6 hours of training a year.
- If completing group c with us, this MUST include Working Alongside Safeguarding Professionals, Domestic Abuse Awareness and either Advanced Safeguarding Adults, Advanced Safeguarding Children, or Safeguarding for Trustees.
- As long as practitioners have completed the required learning, the remaining hours could include any other relevant Thirtyone:eight courses, such as Managing Allegations and Perpetrators, Safer Recruitment, Supporting Victim-Survivors or Online Safety.
- Some of the additional hours can also be made up of reflective journalling with time logs, relevant learning from other organisations or training undertaken as part of another voluntary or paid role.

Section a: Legislation, national policies and codes of conduct and professional practice in relation to safeguarding.

Framework requirement:	Course(s):	Applicable course component:
1. Legislation, statutory guidance, national policies and codes of conduct and professional practice that relate to the safeguarding of people – both adults and children and young people – and what these mean in practice. ⁶	-SL Standard -ASA (adults) -ASC (children) -Trustees	SL: All named laws in handbook: Safeguarding Leads in Wales - Key legislation and guidance for Safeguarding in Wales Handbook: Summaries of the legislation and statutory guidance connected to safeguarding -Trustees: Charity law and guidance in handbook, safer recruitment slide 18
2. Knowledge and practical application of the Mental Capacity Act 2005 in the safeguarding context where applicable.	-SL Standard -ASA (adults)	SL: Report, slide 50 – Reporting externally: Adults – mental capacity and its impact on safeguarding decisions. Handbook: Appendix - Mental (In)capacity
3. Effectively apply the two-stage capacity test[1], that is, the test specific to a person’s retention and understanding of the safeguarding event, where applicable	-SL Standard -ASA (adults)	SL: Handbook, Appendix: Mental (In)capacity
4. How safeguarding practice is affected by laws, national and local guidance, and organisational policies.	-SL Standard -ASA (adults) -ASC (children) -Trustees	SL: Recognise, slide 21 – recognise the parameters of your role Trustees: Module 1 – Policies and practices
5. How legislative frameworks support people’s right to be protected from abuse, harm and neglect.	-SL Standard -ASA (adults) -ASC (children) -Trustees	SL: Recognise, slides 17, 19 types of harm to be protected from Respond, slides 30-35, case scenarios considering responses in-line with legislative frameworks Report, slides 50-57

⁶ **Must include all:** Social Services and Well-being (Wales) Act 2014, Wales Safeguarding Procedures, Mental Capacity Act 2005, Children and Young Persons Act 2008, Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015, Safeguarding Children: Working Together Under the Children Act 2004, Regulation and Inspection of Social Care (Wales) Act 2016 RISCA, Wellbeing of Future Generations (Wales) Act 2015, The Health and Social Care (Quality and Engagement) (Wales) Act 2020, The Serious Crimes Act 2015, European Convention on Human Rights, Universal Declaration of Human Rights

		-Trustees: Slides 24-27 – charities exist for public benefit, risks, reasonable steps etc. Module 3 - Protect
6. The role of different agencies and other practitioners involved in safeguarding.	-SL Standard -ASA (adults) -ASC (children) -Trustees -WASP	SL: Handbook: Safeguarding Leads in Wales, Safeguarding structures – glossary of practitioners Report slide 51 – reporting externally, slide 52 - thresholds, slide 56 – lists, slide 57 – ‘all others’ WASP: Roles and relationship unit, slides 9-18 Handbook: Statutory Agencies – what they are/aren’t; Wales specific information – Safeguarding Glossary -Trustees: Module 4- Report
7. Being open and honest with people if things go wrong or had the potential to go wrong.	-SL Standard -Trustees	SL: Review, slide 65 – review your live responses, slide 68 – review your ongoing awareness -Trustees: Slides 27-30 – ‘elbow’ of the charity, case study and scenario + Reporting to Charity Regulators slide 50

Section b: How to work in ways that safeguard people from abuse, harm and neglect.

Framework requirement:	Course(s):	Applicable course component:
1. The specific role and responsibilities of practitioners in relation to the child protection or adult protection process.	-SL Standard -ASA (adults) -ASC (children) -WASP -Trustees	SL: Scene setting, slide 7 – what is the role? Handbook: Appendix: Thresholds for reporting WASP: Roles and relationship unit, slides 9-18 Handbook: Statutory Agencies – what they are/aren't; Wales specific information – Safeguarding Glossary Trustees: Throughout – Trustee's role and responsibility in the safeguarding process. Especially, slide 48 – relationship between Safeguarding Lead and Lead Trustee.
2. The different types of advocacy and how they apply to the safeguarding process.	-SL Standard	SL: Scene setting, slide 7 – Listen, advocate and empower Recognise, slide 12 – Understanding and advocating Respond, slide 23-25 – Victim-survivor centred responses Report, slide 50-51 – advocating when responding Handbook: Appendix – voice of the person
3. Build relationships that support trust with people, families and carers, and making sure strengths and risks are given equal weight in the safeguarding process.	-SL Standard -ASA (adults) -ASC (children) -WASP	SL: Scene setting, slide 9 – Contextual safeguarding Respond, slide 25 – Victim-survivor centred responses Record, slide 48 – person-centred recording, strengths-based recording WASP: Communication and collaboration unit, slides 36-47 Slide 17 – faith, community and resilience Slide 44 – collaboration to reduce risk Slide 45 – collaboration to find creative solution
4. Promoting the person's voice and control is clearly shown throughout the stages.	-SL Standard -ASA (adults)	SL: Handbook: Appendix – voice of the person Report, slides 50-57 – consent and autonomy within

	-ASC (children) - WASP - DA Aware	legal parameters WASP: Support and advocacy – Slides 17 and 28 Slides 37-42 – communicating situations DA Aware: Respond well, do listen and respect, Slide 29
5. Allow people to make decisions about what matters to them and stay in control of their lives as far as possible, including explaining decisions they don't like or don't agree with.	-SL Standard -ASA (adults)	SL: Handbook: Appendix – voice of the person Report, slide 50-51 – when responding sits separately from person's consent/wished
6. Uphold the rights of people, families and carers, while making sure you uphold your duty of care, and an understanding of why some rights are given more importance than others in the safeguarding process.	-SL Standard -ASA (adults) -ASC (children) - DA Aware	SL: Handbook: Safeguarding Leads in Wales, Key legislation and guidance for Safeguarding in Wales Handbook: Appendix – thresholds for reporting DA Aware: Slide 45, and Handbook Appendix: Children and Domestic Abuse
7. How to support people to balance their rights and responsibilities while making sure you uphold your duty of care, making sure that risk averse practice doesn't limit a person's ability to enjoy life.	-SL Standard -ASA (adults) -ASC (children)	SL: Handbook: Safeguarding Leads in Wales, Key legislation and guidance for Safeguarding in Wales Report, slides 50-57 <i>'making sure that risk averse practice doesn't limit a person's ability to enjoy life' (ASA).</i>
8. Enable people to feel safe and confident to share their worries, concerns and feelings by providing a safe space and consistent messaging.	-SL Standard -ASA (adults) -ASC (children)	SL: Respond, slide 25, building a trusting relationship so advocacy and voice can happen Review, slide 73, is safeguarding culture obvious to all?
9. Raise a person's awareness of how to keep themselves safe from abuse, harm and neglect by giving them tailored and relevant information.	-SL Standard - DA Aware -ASA (adults) -ASC (children)	SL: Recognise, slide 21, build your signposting store DA Aware: Slide 31, appropriate conversations. Handbook: Signposting section, and 'Additional considerations for victim-survivors with specific characteristics' section
10. Raise a person's awareness of the risks associated with using social media, the internet and mobile phones, using appropriate ways of explaining those risks.	-ASA (adults) -ASC (children) - DA Aware	DA Aware: Handbook – Technology-facilitated domestic abuse and signposting

<p>11. Work in ways that keep you and others safe from abuse, harm or neglect, including lone working.</p>	<ul style="list-style-type: none"> -ASA (adults) -ASC (children) -DA Aware -Trustees 	<p>DA Aware: Slide 31 – appropriate conversations Trustees: Slide 26- reasonable steps, Module 3 - Protect</p>
<p>12. Use supervision and support networks to reflect on your safeguarding practice, skills and competence, and your understanding of the strengths and risks of each person / family you're working with, including their daily lived experience.</p>	<ul style="list-style-type: none"> -SL Standard -ASA (adults) -ASC (children) 	<p>SL: Peer Review session</p>
<p>13. Knowing where to go for advice and support if needed, including directly from social services.</p>	<ul style="list-style-type: none"> -SL Standard -ASA (adults) -ASC (children) -WASP - DA Aware 	<p>SL: Recognise, slide 21, build your signposting store Handbook: Safeguarding Leads in Wales, Safeguarding structures – glossary of practitioners Handbook: Signposting to useful organisations and resources WASP: Handbook – Connecting with your local safeguarding professionals DA Aware: Slide 43 When and where to refer + handbook signposting</p>

Section c: The factors, situations and actions that could lead or contribute to abuse, harm or neglect.

Framework requirement:	Course(s):	Applicable course component:
1. Why some people could be more at risk from abuse, harm or neglect.	-SL Standard -ASA (adults) -ASC (children) - Trustees	SL: Recognise, slide 14 - real people in wider context, factors that increase risk -Trustees: Slide 36- What makes someone more vulnerable.
2. How a person's situation can increase the risk of abuse, harm or neglect, for example, adverse childhood experiences.	-SL Standard -ASA (adults) -ASC (children) - DA Aware	SL: Recognise Handbook: Appendix - ACEs and Trauma Scene setting, slide 9 – Contextual safeguarding DA Aware: Scenarios (slides 15,16,17,25,38,49) + Handbook: 'Additional considerations for victim-survivors with specific characteristics'
3. Why people may not tell others they have witnessed or experienced abuse, harm or neglect.	-ASA (adults) -ASC (children) -DA Aware	DA Aware: Slide 52 – reflection exercise, barriers to people seeking support in your context and how to remove them.
4. Actions, behaviours or situations that increase the risk of abuse, harm or neglect.	-SL Standard -ASA (adults) -ASC (children)	SL: Recognise, slide 14 - real people in wider context, factors that increase risk <i>Need additional learning from ASA and ASC</i>
5. A person's capacity and their understanding of the risk of abuse, harm or neglect	-SL Standard -ASA (adults) -ASC (children)	SL: Report, slide 50 – Reporting externally: Adults – mental capacity and its impact on safeguarding decisions. Handbook: Appendix - Mental (In)capacity
6. The effects of parent or carer behaviour and family factors on adults and children at risk of abuse, harm or neglect	-SL Standard -ASA (adults) -ASC (children) -DA Aware	SL: Scene setting, slide 9 – Contextual safeguarding, slide 12 – real people in their context DA Aware: Slide 25 – The Monster Who Came to Tea (video), slide 45 Referral – children, slide 46 child quotes + Handbook section: Children and domestic abuse

7. Features of perpetrator behaviour and grooming including bullying, coercive control and controlling behaviour.	-ASA (adults) -ASC (children) -DA Aware	DA Aware: Slide 11 – Control, Scenarios (slides 15,16,17,28,38,49), Slide 18 Coercive Control, Slide 19 Cycle of abuse
8. Learning from practice reviews and reports into serious failures to protect people from harm, abuse or neglect.	-SL Standard -ASA (adults) -ASC (children) -WASP	SL: Review, slide 68 learning reviews, law and guidance Handbook: Safeguarding Leads in Wales, Safeguarding reviews WASP: Slide 32 – Resolution – reflect and escalate if needed. Handbook – Serious Case Reviews

Section d: How to report, respond and record concerns or allegations related to safeguarding.

Framework requirement:	Course(s):	Applicable course component:
1. Accurately and confidently report any concerns about possible abuse, harm or neglect and everyone's duty to do this.	-SL Standard -ASA (adults) -ASC (children) -DA Aware	SL: Report - full module. See slide pack and transcript. DA Aware: Section 4 'Refer'
2. Recognise how and when to report any concerns about alleged abuse, harm or neglect and to advise others accordingly.	-SL Standard -ASA (adults) -ASC (children) -DA Aware -Trustees	SL: Report - full module. See slide pack and transcript. DA Aware: Section 4 'Refer' Trustees: Report – full module
3. Actions to take and actions to avoid if abuse, harm or neglect is suspected, disclosed or alleged.	-SL Standard -ASA (adults) -ASC (children) -DA Aware	SL: Respond - full module, and Report – full module. See slide pack and transcript. DA Aware: Slide 23 – reasons to leave and stay discussion; slides 29 and 30 responding well do and don't; slide 31 appropriate conversations; slide 43 when and where to refer
4. Able to escalate and act where there are ongoing concerns about harm, abuse or neglect, or where concerns have not been addressed after reporting.	-SL Standard -ASA (adults) -ASC (children) -WASP -Trustees	SL: Report, slide 63 – how to escalate WASP: Slide 32 – Resolution – reflect and escalate if needed. Handbook – Signposting to useful organisations and resources: Ombudsman and commissioners Trustees: Slide 38 whistleblowing
5. Able to report and record effectively and know when this should happen and how information is stored.	-SL Standard	SL: Respond - full module, and Report – full module. See slide pack and transcript.
6. How to record written information that's accurate, clear and relevant with an appropriate level of detail.	-SL Standard - DA Aware	SL: Record, slides 41-43 Handbook: Appendix – template for recording DA Aware: Section 3 'Record'

7. The difference between fact, opinion and judgement, and why understanding this is important when recording and reporting information.	-SL Standard	SL: Respond, slide 28 – unconscious bias Review, slide 73 opinion or judgement?
8. Understand confidential boundaries in relation to safeguarding.	-SL Standard -ASA (adults) -ASC (children)	SL: Record, slide 47 – GDPR and confidentiality Report, slide 57 – handling confidential details
9. Understand the importance of lawful and proportionate information sharing.	-SL Standard -ASA (adults) -ASC (children) - Trustees	SL: Record, slide 47 – GDPR and confidentiality Report, slide 50 – Adults and proportionality, slide 57 – handling confidential details Trustees: Slide 50 – who to report to
10. Know what the term ‘whistleblowing’ means and how to apply your organisation’s ‘whistleblowing’ policy effectively.	-SL Standard -Trustees	SL: Report, slide 63 – whistleblowing policy Trustees: Slide 38 whistleblowing
11. Promote the safeguarding of people.	-SL Standard -DA Aware -Trustees	SL: Scene setting, slide 8 – safeguarding leads can make a difference to people Review, slide 65 – create a healthy safeguarding culture, slide 73 – Review with your team DA Aware: Slide 52- reflection exercise and slide 54 ‘the impact of your perceptions’. Trustees: Slides 15-17 Governing well through policies – more than just documents

Section e: Promote child / person-centred practice.

Framework requirement:	Course(s):	Applicable course component:
1. Support a culture of being inclusive and strengths based.	-SL Standard -ASA (adults) -ASC (children)	SL: Respond, slide 28 – unconscious bias Record, slide 48 – person-centred recording, strengths based recording
2. Recognise the impact of a family’s cultural and religious background when assessing risk and managing concerns.	-SL Standard -ASA (adults) -ASC (children) -DA Aware	SL: Recognise, slide 19, CALFB, honour-based violence and the strengths of faith DA Aware: Amandeep scenario (slides 17 and 49) + handbook sections Honour-based Abuse and Domestic abuse and the Christian faith, and signposting
3. Work with the person, those close to them and relevant practitioners to develop a protection plan.		Not readily applicable to third sector
4. Assess the person’s capacity to make decisions about risk, while balancing their rights and responsibilities.		Not readily applicable to third sector
5. Carry out, contribute to and / or support inter-agency assessments or enquiries, including gathering the person’s views about risks and risk management and referring to other agencies when appropriate.	- WASP	WASP: Supporting Safeguarding Processes: Slides 13 and 28 Slides 22-23 – Referrals to Safeguarding Professionals – Levels of intervention, Criminal Justice System and types of witnesses
6. Analyse the outcome of an enquiry, the degree of risk to a person, their immediate or extended network, or to the community[3].	- Working alongside	Not readily applicable to third sector
7. Discuss the situation with the person or child, recording their wishes and views.	-SL Standard -ASA (adults) -ASC (children) -DA Aware	SL: Record, slide 48 – Person-centred recording Handbook: Appendix – template for recording, Appendix - voice of the person DA Aware: Part 2 of scenarios (slides 25,38,49), slide 39 – considerations when recording
8. Contribute to and / or co-ordinate protection planning, resolution and recovery in an outcome-focused way.	- WASP	<i>Throughout course.</i> Slide 31 – Resolution – ensuring safe outcomes

		Slide 45 – Collaboration – finding solutions after statutory agency involvement
9. Make safe transition arrangements at key life stages when you're considering positive outcomes with people[4].	-ASA (adults) -ASC (children) -DA Aware	DA Aware: Risks increase at times of transition – slide 16 (John scenario), slide 31 Appropriate conversations and slide 39 – Considerations when recording
10. Follow and review procedures for proactively following up children and young people or adults who are 'not brought' to appointments or not collected from venues, and / or who are not allowed access to home visits.	-ASA (adults) -ASC (children) *include only if role appropriate	

Section f: Take part in safeguarding processes.

Framework requirement:	Course(s):	Applicable course component:
1. Take part in child or adult practice reviews, domestic / mental health / offensive weapon homicide reviews, in future, to be taken forward as the Single Unified Safeguarding Review [5] and any case management reviews, when required.	- WASP	Broadly not role-appropriate for third sector WASP: Supporting Safeguarding Processes: Slides 13 and 28 Slides 22-23 – Referrals to Safeguarding Professionals – Levels of intervention, Criminal Justice System and types of witnesses
2. Present information appropriately at meetings and in written reports in accordance with the legal requirements.	-ASA (adults) -ASC (children) -WASP -Trustees	WASP: Handbook – Language and terminology Slide 20: Referrals to Safeguarding Professionals Trustees: Slide 37 info about qualitative reporting, slide 49 what to report and slide 50 who to report to. Handbook appendix 3 – qualitative reporting
3. Understand processes for identifying if an adult, child or young person is known to professionals in social care and other agencies.		Not readily applicable to third sector
4. Understand your organisation’s frameworks and assessment processes that underpin strengths-based practice.		Not readily applicable to third sector
5. Understand and contribute to measuring the effectiveness and quality of services.	-SL Standard -ASA (adults) -ASC (children)	SL: Review - full module. See slide pack and transcript.
6. Know how to manage and monitor allegations of abuse against practitioners in a position of trust, including escalation and seeking help.	-SL Standard -WASP -Trustees	SL: Respond, slides 30-35, case studies of abuse Report, slide 55 allegations against those in positions of trust Handbook: Appendix – managing allegations WASP: Handbook – Safeguarding elements and terminology across the 4-UK nations, ‘Named Safeguarding Role (Allegations)’ Trustees: Slides 37-39 volunteers and staff, whistleblowing and power dynamics. Handbook

		appendix 4 – disqualified trustees information and nation-specific sections about conflicts of interest.
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Section g: Support others to safeguard people (for those with supervisory responsibility).

Framework requirement:	Course(s):	Applicable course component:
1. Support others to carry out their safeguarding duties.	-SL Standard -Trustees	SL: Peer Reflection Trustees: Module 1 – Policies and Practices + slide 37 volunteers and staff + slide 48 relationship between safeguarding lead and lead trustee.
2. Know when to seek and offer support in a positive working environment.	-SL Standard	SL: Review, slide 66 - review your capacity and wellbeing
3. Understand the potential personal impact of safeguarding or child protection work on yourself and others.	-SL Standard	SL: Review, slide 66 - review your capacity and wellbeing
4. Create and support a working environment that allows people to develop skills and knowledge in safeguarding.	-SL Standard -Trustees	SL: Peer reflection Trustees: Module 1: Policies and Practices
5. Carry out supervision and provide support for other staff and peers.	-SL Standard	SL: Peer reflection
6. Advise others about appropriate information sharing.	-SL Standard -ASA (adults) -ASC (children)	SL: Record, slide 47 – GDPR and confidentiality Report, slide 50 – Adults and proportionality, slide 57 – handling confidential details

Section h: Work with others to safeguard people.

Framework requirement:	Course(s):	Applicable course component:
1. Work with others to proactively reduce the risk of abuse, harm or neglect.	<ul style="list-style-type: none"> -SL Standard -ASA (adults) -ASC (children) - WASP -Trustees 	<p>SL: Recognise, slide 13 - real people in their contexts, slide 21 – build your signposting store and maintain records post referral</p> <p>WASP: Slide 7 – Collaborative working, different roles</p> <p>Trustees: Module 1 – Policies and practices + slide 48 relationship between safeguarding lead and lead trustee + slide 50 – who to report to.</p>
2. Identify risks and contribute to risk assessments.	<ul style="list-style-type: none"> -SL Standard -ASA (adults) -ASC (children) - WASP -Trustees 	<p>SL: Report, slides 50-51, reporting externally</p> <p>WASP: Supporting Safeguarding Processes: Slides 13 and 28</p> <p>Trustees: Module 2 - Risks</p>
3. Work with everyone involved, where there are safeguarding concerns, and use considered judgements to manage risks and promote safety.	<ul style="list-style-type: none"> -SL Standard -ASA (adults) -ASC (children) - WASP -Trustees 	<p>SL: Scene setting, slide 7, what is the role - to make informed and fair decisions</p> <p>WASP: Supporting Safeguarding Processes: Slides 13 and 28</p> <p>Handbook – Building Safer Cultures</p> <p>Trustees: Module 2 - Risks</p>
4. Recognise and use sensitively and responsibly, the power that comes from working with people and carers.	<ul style="list-style-type: none"> -SL Standard -ASA (adults) -ASC (children) 	<p>SL: Respond – slide 23 Victim-Survivor Centred Responses</p>
5. Know when to liaise with other agencies about the assessment and management of safeguarding planning.	<ul style="list-style-type: none"> -SL Standard -ASA (adults) -ASC (children) - WASP -Trustees 	<p>SL: Report, slides 50-51, reporting externally</p> <p>WASP: Supporting Safeguarding Processes: Slides 13 and 28</p> <p>Slides 22-23 – Referrals to Safeguarding Professionals – Levels of intervention, Criminal Justice System and types of witnesses</p> <p>Trustees: Module 4 - Report</p>

<p>6. Highlight resource or operational difficulties that might get in the way of the provision of safe care and support.</p>	<p>-SL Standard -WASP -DA Aware -Trustees</p>	<p>SL: Record, slide 48 – person-centred recording and awareness of barriers WASP: Slide 15 – Their role, significant challenges DA Aware: Slide 52 – reflection exercise Trustees: Slide 39 – power dynamics + handbook sections on conflicts of interest</p>
<p>7. Able to take part and / or chair peer review and multidisciplinary meetings as needed.</p>	<p>-WASP</p>	<p>WASP: Supporting Safeguarding Processes: Slides 13 and 28 Slides 22-23 – Referrals to Safeguarding Professionals – Levels of intervention, Criminal Justice System and types of witnesses</p>
<p>8. Recognise when to get support and help in situations that need more expertise and experience.</p>	<p>-SL Standard -ASA (adults) -ASC (children) -WASP -DA Aware</p>	<p>SL: Recognise, slide 21 – Recognise the parameters of your role Handbook: Safeguarding Leads in Wales, Safeguarding structures – glossary of practitioners WASP: Handbook: Signposting to useful organisations and resources DA Aware: This is a key message throughout, particularly slide 31- appropriate conversations and Module 4 – Refer + Handbook- signposting section</p>

Section i: Maintain professional accountability.

Framework requirement:	Course(s):	Applicable course component:
1. Understand the purpose and process of Child Practice Reviews or Adult Practice Reviews, Domestic Homicide Reviews, Mental Health Homicide Reviews and Offensive Weapons Homicide Reviews (These reviews will all become part of the Single Unified Safeguarding Review)	-WASP	WASP: Handbook – Serious Case Reviews
2. Carry out regular documented reviews of your (and/or your team’s) safeguarding practice.	-SL Standard -Trustees	SL: Review, slide 71 – review your processes Handbook: Appendix - Safeguarding Lead Audit Tool Trustees: Slide 17 – policies: more than just documents, scenario slides 29-30, slide 37 – volunteers and staff, trustee toolkit in handbook
3. Apply the lessons learned from audits, practice reviews, domestic homicide reviews and case management reviews to improve practice.	-SL Standard	SL: Review, slide 68 learning reviews, law and guidance Handbook: Safeguarding Leads in Wales, Safeguarding structures – Safeguarding reviews
4. Understand information sharing, confidentiality and consent.	-SL Standard -ASA (adults) -ASC (children) -DA Aware	SL: Record, slide 47 – GDPR and confidentiality Report, slide 50 – Adults and proportionality, slide 57 – handling confidential details DA Aware: Module 4 – Refer, particularly slide 47 – Referral for adults
5. Be aware of the role and remit of the regional safeguarding boards.	-SL Standard -WASP	SL: Handbook: Safeguarding Leads in Wales – Safeguarding structures glossary; regional safeguarding boards WASP: Handbook - Safeguarding Elements and Terminology across the UK-nations, Connecting with your local safeguarding professionals and Wales Specific Information
6. Understand the links between safeguarding and the criminal justice system.	-WASP	WASP: Slide 23: Referrals to safeguarding professionals: Criminal justice system

		Handbook: How the criminal justice system interacts with safeguarding
7. Understand the role of different types of witnesses.	- WASP	WASP: Slide 23: Referrals to safeguarding professionals: Criminal justice system and witnesses Handbook: Types of witnesses
8. Understand the principles of effective safeguarding supervision and peer support.	-SL Standard	SL: Peer reflection
9. Understand national and local frameworks for the assessment of risk and harm.	-SL Standard -ASA (adults) -ASC (children) - WASP	SL: Handbook: Safeguarding Leads in Wales WASP: Handbook – Levels of Intervention, Wales specific information
10. Keep your awareness of the range of resources and services available to support families up to date.	-SL Standard -ASA (adults) -ASC (children)	SL: Recognise, slide 21 – build your signposting store Handbook: Signposting to useful organisations and resources

Section j: Standards that are specific to practitioners who provide substantial services to children and young people.

Framework requirement:	Course(s):	Applicable course component:
1. Understand the processes and legislation for children looked after, including services for care experienced children, as appropriate to your role.	-ASC (children)	
2. Understand the use of chaperones[6].	-ASC (children)	
3. Understand the management of the Public Health Wales Procedural Response to Unexpected Deaths in Childhood (PRUDIC[7]) process for the unexpected death of a child or young person.	-ASC (children)	
4. Understand fabricated or induced illness.	-SL Standard	SL: Slide 19 – evolving forms of harm and abuse + Handbook appendix ‘Emerging and Evolving forms of harm and abuse’
5. Consent and confidentiality in relation to young people under the age of 16, including the concepts of Gillick Competency and Fraser Guidelines.	-SL Standard -ASC (children)	SL: Report, slide 51 – reporting externally, children, slide 60 ‘reporting’ to family Handbook: Appendix - Child Development, Gillick Competency and Fraser Guidelines

Section k: Standards that are specific to practitioners who provide substantial services to adults.

Framework requirement:	Course(s):	Applicable course component:
1. Explains the management of the death of an adult in a safeguarding context.	-ASA (adult)	
2. Understand the principles of consent and confidentiality in relation to adults.	-SL Standard -ASA (adult)	SL: Report – slide 50, consent and mental capacity Handbook: Appendix – Mental (in)capacity DA Aware: Slide 47 – Referral for adults
3. Effectively apply the two-stage capacity test, that is the test that’s specific to the person’s retention and understanding of the safeguarding event.	-SL Standard -ASA (adult)	SL: Handbook: Appendix – Mental (in)capacity

[1] The Mental Capacity Act (MCA) applies to people aged 16 and over

[2] Parent or carer behaviour and family factors can include substance misuse, domestic abuse, stress and disguised compliance.

[3] The degree of risk to the community is considered with regard to the interests of public safety.

[4] Transition applies to any period in a person’s life where changes happen that may affect their care and support needs. There may also be additional safeguarding considerations.

[5] Single Unified Safeguarding Review is currently being developed by Welsh Government and will aim to replace all current reviews, specifically Adult Practice Reviews, Child Practice Reviews, Domestic Homicide Reviews, Mental Health Homicide Reviews and Offensive Weapons Homicide Reviews (OWHR). The OWHR is being developed by the Home Office in consultation with Welsh Government. The Single Unified Safeguarding Review is being developed to conduct one review against a single incident which will meet the requirements of each individual review

[6] Chaperones: See Glossary

[7] The PRUDiC applies to all unexpected deaths in children from birth until their 18th birthday, whether from natural, unnatural, known or unknown causes, at home, in hospital or in the community. This includes road traffic collisions, apparent suicides and murders. This does not include stillbirths and the death of pre-viable babies born before 24 weeks. Public Health Wales Procedural Response to Unexpected Deaths in Childhood (PRUDiC).

