

## **Safeguarding Competencies for staff and volunteers who work with children, young people and vulnerable adults.**

These competencies have been designed as a way of determining what behaviours, knowledge base and competencies are expected to be demonstrated by staff who work with children, young people and vulnerable adults at our school. As a part of the induction process and also to promote the professional development of staff via performance management and appraisal these form our expectations for the behaviour of all staff.

### **Motivation to work with children, young people and vulnerable adults**

- Demonstrates appropriate motivation for wanting to work with children, young people and vulnerable adults which is centred on meeting the child or vulnerable adult's need rather than on the worker meeting their own needs.
- Shows capacity to reflect on own personal history and how experiences of growing up have shaped their value system and attitudes in relation to the capacity to safely and appropriately care for children and young people
- Shows how their own upbringing has provided them with a strong value base and belief system which is compatible with the compassionate care of children, young people and vulnerable adults
- Shows a realistic appreciation of the challenges of working with children, young people and vulnerable adults

### **Emotional Awareness**

- Aware of the range of emotions in self and others
- Demonstrates empathy for the concerns of others
- Listens to and understands directly and indirectly expressed feelings
- Encourages others to express themselves openly
- Manages strong emotions and responds constructively to the source of problems
- Listens to personal comments without becoming defensive
- Manages conflict effectively
- In highly stressful situations, keeps own feelings in check, takes constructive action and calms others down
- Has a range of mechanisms for dealing with stress, can recognise when to use them and does so
- Shows respect for others' feelings, view and circumstances
- Is sensitive to the needs of the children, young people and vulnerable adults in their care and can evidence such when an intervention is required

### **Working within professional boundaries and self- awareness**

- Demonstrates professional curiosity
- Demonstrates a clear understanding of what is appropriate and inappropriate professional practice towards a child, young person or vulnerable adult



- Accepts responsibility and accountability for own work and can define the responsibilities of others
- Recognises the limits of own authority within the role
- Seeks and uses professional support appropriately
- Understands the principle, and knows the limits of, confidentiality
- Can respond to a child and/ or young person's issues around their sexuality or sexual concerns in a bounded, professional manner
- Has a balanced understanding of self and others
- Has a realistic knowledge of personal strengths and weaknesses
- Can demonstrate flexibility of approach
- Has the self-awareness and ability to resist the temptation to enter into an inappropriate relationship of any kind with a vulnerable client or any member of their family

**Ability to safeguard and promote the welfare of children, young people and vulnerable adults**

- Demonstrates an appreciation of the significance of safeguarding and interprets this accurately for all individual children, young people and vulnerable adults whatever their life circumstances
- Has a good understanding of the broader safeguarding agenda in relation to vulnerable clients and can demonstrate how such knowledge has been used in relation to a child, young person and/ or vulnerable adult
- Can demonstrate an ability to contribute towards a safe environment
- Can be clear about any practices which they consider to be risky for the child, young person or vulnerable adult and takes appropriate action
- Is up-to-date with legislation and current guidance
- Can demonstrate how s/he has promoted 'best practice'
- Shows a personal commitment to safeguarding children, young people and vulnerable adults