



**Trafford Safeguarding
Adults Board**

Learning and Development **FRAMEWORK**

JANUARY 2026

Safeguarding Learning and Development Framework

Background

The Trafford Safeguarding Adults Board (TSAB) is a partnership of organisations who work together to protect and enable adults to live safely and free from harm. This means helping people to make decisions about the risks they face in their own lives and safeguard those who lack the capacity to make these decisions.

In 2024/25 Trafford made the decision to split its joint children's and adults safeguarding partnership arrangements. As a result, it created a separate Safeguarding Adults Board (TSAB) and Multi-Agency Safeguarding Arrangement (MASA) for children's safeguarding. However, both partnerships continue to work together and focus on their shared goal of a safe and strong place in which children, adults and families can thrive.

As part of its statutory functions to oversee the adult safeguarding arrangements in Trafford, TSAB has a duty to provide multi-agency learning, training and workforce development resources covering all aspects of adult safeguarding. As a result, this Learning and Workforce Development Framework has been produced to support both paid staff and volunteers working across the borough, ensuring that all practitioners are confident in the understanding and application of their safeguarding responsibilities.

Underpinning this Framework is the ethos that 'Safeguarding is Everybody's Business' and its success will depend on the commitment and engagement of all the partner agencies that make up the TSAB.

Purpose

The purpose of this Learning and Development Framework is to set out the Board's training priorities and commitments for 2026-2027. Learning will be delivered through a range of opportunities, with both online and in-person events, reading resources, podcasts and informal peer; all designed to suit a range of different learning styles and roles.

The Framework has been shaped by learning from Safeguarding Adult Reviews (SARs), which shows that the key to successful safeguarding is the ability to work effectively in multi-disciplinary and multi-agency settings, and multi-agency group training helps to promote better inter-agency working and an understanding of each other's roles and responsibilities.

Fundamentally this Framework aims to achieve a consistent level of safeguarding understanding, competency and practice across agencies in Trafford. It will do this by combining two of the Board's key functions:

1. Oversight and assurance of mandatory safeguarding training provided by individual agencies.
2. The development, coordination and provision of multi-agency training designed to embed national legislation and local policies and procedures into effective safeguarding practice.

All our training and resources will be designed to ensure that first-hand experiences of those who use services, as well as diversity, equalities and human rights, are central to shaping our multi-agency safeguarding practice.

L and D Subgroup

This Framework has been produced by the Multi-Agency TSAB Learning and Development Subgroup which reports quarterly to the TSAB Executive Board.

The Subgroup brings together representatives from statutory partners and other local organisations inclusive of the voluntary sector. It aims to maximise available resources for developing the safeguarding adult workforce in Trafford through sharing information, ideas, expertise and experience and pooling staff resources, as appropriate.

Members of the Subgroup are committed to the creation of an effective multi-agency training pool. This will bring together professionals from different agencies, supported through a programme of Train the Trainer activities designed to shape the training resources and ensure confidence and consistency in training delivery.

What does it involve?

The Framework is not designed to duplicate single agency safeguarding training. Instead, it is designed to operate alongside the single agency learning offer. The aim is to provide resources that build on the existing skills and knowledge of practitioners as well as a competency framework designed to benchmark safeguarding practice.

Individual agencies will be responsible for ensuring that their workforce has the required knowledge and competencies to carry out their safeguarding responsibilities effectively. However, as part of its oversight role, the TSAB Business Unit will contact agencies on an annual basis to ask about the single agency safeguarding training provided and take-up of the training by both staff and volunteers.

In addition to its assurance role, TSAB will provide multi-agency training in response to learning from Safeguarding Adult Reviews, Domestic Homicide Reviews, local safeguarding data and national safeguarding trends.

This learning framework includes:

- Information on the TSAB training priorities covering national safeguarding legislation and local policy designed to improve multi-agency safeguarding practice.
- Information on the training priorities designed to improve communications and information sharing between professionals including a common understanding of key terms, definitions, and thresholds for action.
- Best practice guidance to benchmark minimum standards of competency for those who work to safeguard adults.
- Information on reciprocal training arrangements with other partnerships including MASA and Trafford Community Safety Partnership.
- Training calendar for 2026-27.
- Mechanisms to understanding the impact of TSAB's learning offer on the quality and consistency of frontline practice.
- Annual audit process to request assurance on mandatory single agency safeguarding training.

Working jointly with the Trafford Safeguarding Children Partnership, the L&D Subgroup will ensure that formal and informal training and learning opportunities are actively promoted across all agencies and offered through a range of accessible formats.

Local Context

Our Approach

Our local approach is underpinned by principles of flexible, strengths-based working and our learning offer is designed promote and embed the following six national safeguarding principles:



Empowerment

people being supported & encouraged to make their own decisions and give informed consent

Prevention

it is better to act before harm occurs



Proportionality

the least intrusive response appropriate to the risk presented

Protection

support and representation for those in greatest need



Partnership

local solutions through services & communities working together

Accountability

accountability & transparency in the delivery of safeguarding



Flexible Working

Flexible arrangement will include in person training, virtual learning, lunch and learns, e-learning, podcasts, briefings, workshops and reflective practice.

In addition to training courses, the TSAB website will offer a range of learning resources including 7-Minute Briefings related to key safeguarding topics, e-learning resources, Podcasts and free training.

Our flexible learning approach recognises that the most effective way to communicate learning is by offering a mix of formal and informal training that reflects different learning styles, workload demands and desired outcomes. It also ensures that learning is accessible and proportionate to the different safeguarding roles and responsibilities of each service.

Strengths-Based Working

The principles of Making Safeguarding Personal and Strengths-Based Working are central to our workforce development offer. All TSAB training courses and resources are designed to help practitioners recognise and work with people's strengths, protect their human rights, and work alongside individuals to ensure choice and control over their situation. To help achieve this individuals, carers and families will be involved in the development of training where possible, and resources will be designed to capture peoples lived experiences.

Safeguarding Competency Framework

To promote consistent safeguarding practice across agencies in Trafford, TSAB has adopted the Safeguarding Competency Framework developed by Bournemouth University and endorsed by the Social Care Institute for Excellence (SCIE) and Skills for Care.

The Competency Framework provides staff, volunteers, and employers with a benchmark for the minimum standards of competency required of those who work to safeguard adults.

However, in recognition of the different safeguarding roles and responsibilities of organisations covered by this Framework, **the Competency Framework is not a mandatory requirement.** It is designed to provide a good practice guide and a benchmark to offer teams the tools to develop their own bespoke training plans - see Appendix 1.

Commitments, Roles and Responsibilities

As part of the Framework, the L&D Subgroups and Executive will ensure TSAB members honour their commitment to:

- Open up single-agency training to partner agencies wherever possible
- Contribute to train the trainer programmes and actively take part in processes to cascade multi-agency learning
- Lead multi-agency training sessions as part of the Subgroup's multi-agency training rota.

Appendix 2 sets out the expected roles and responsibilities for individual organisations, participants/delegates, trainers and facilitator, as well as the TSAB Business Unit who are responsible for coordinating the learning and training opportunities and resources on behalf of the Subgroup.

Our Priorities

Multi-Agency Training Priorities

The work of the TSAB Subgroups have identified the following training priorities based on findings from Safeguarding Adults Review (SARs), a Safeguarding Learning Needs Survey, local Safeguarding data trends and national learning. Priorities have been set out under each of the following Subgroups:

- Safeguarding Prevention
- Safeguarding Practice
- Quality Assurance and Performance
- SAR Oversight

1. Safeguarding Prevention

Training priorities informed by the policies being developed by the Prevention Subgroup include:

- **Person in a Position of Trust (PiPoT):** understanding the term, criteria and how and when to make a referral.
- **Self-neglect and Hoarding:** recognising the risks and signs and when and how to access support.
- **Multi-agency Risk Management:** information sharing and when and how to escalate concerns.

2. Safeguarding Practice

Training priorities informed by the policies currently being developed by the Safeguarding Practice Subgroup include:

- **Multi-agency Safeguarding Policy and Practice:** understanding of national legislation, local policy and procedures, and how and when to raise a Safeguarding Concern.

3. Quality Assurance and Performance (QA&P)

Training priorities informed by the work of the QA&P Subgroup include:

- **Mental Capacity and Best Interest Assessments:** Understanding national legislation, how capacity is assessed, Executive Functioning and the role of trauma in decision making.
- **Making Safeguarding Personal:** Understanding the terms, why it's important and what best practice looks like in both Care Planning and Safeguarding.

4. SAR Oversight

Training priorities informed by the work of the SAR Oversight Subgroup include:

- **Learning from SARs:** Timely sharing of learning from SARs and embedding change into practice. Learning includes how to support highly vulnerable adults who are alcohol dependent and suicide prevention for adults with past trauma and multiple and complex needs following the removal of a child.
- **Safeguarding and Exploitation:** understanding the terms and signs, and how to respond. This includes a focus on Transitional Safeguarding arrangements for your adults who are both victims and perpetrators of exploitation.
- **Trauma Informed Practice:** Understanding how trauma impacts on the brain, decision making and risk taking in adults, and how to hold trauma informed conversations.

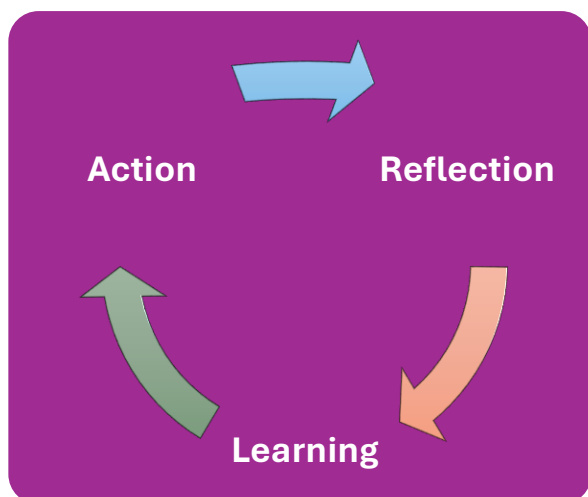
Other Workforce Development Opportunities for 2026-2027

The Learning and Development Co-ordinator has responsibility to develop training across both TSAB and the Trafford Safeguarding Children's Partnership (TSCP) which ensure synergy between the two Boards. As a result, courses delivered by TSAB and TSCP are open to members of both Boards.

As part of its wider collaborative arrangements with the Trafford Domestic Abuse Service, Trafford Community Safety Partnership, Trafford Suicide Prevention Partnership and Greater Manchester Mental Health Service (GMMH) Achieve TSAB is keen to share and support the training and learning offered by partners. Partner opportunities include:

- **Domestic Abuse and Older Adults (TDAS/CSP)**
- **Support for vulnerable adults with multiple and complex needs who use substances (GMMH/Achieve)**
- **Suicide Prevention**

Measuring Impact



Effectively assessing the impact of our training and workforce Development offer will be a vital part of the learning cycle and is a priority for us for 2026-2027. Impact measurement will include capturing immediate responses from practitioners to training and learning resources, combined with short term and longer-term audits to understand the impact on practice and outcome for service users.

Online Evaluation Forms

TSAB will ask attendees to complete online evaluation forms at the end of a course, which will be conditional on sharing the training the resources. This feedback is a simple way to gather an immediate sense check about the content, level and quality of the learning.

TSAB will continue to review the accessibility of the evaluation forms and where possible utilise QR codes to enable participants to engage from their mobile phones. Feedback will be shared with the L&D Subgroup and trainers and where appropriate changes will be made to the course delivery or content.

Learning and Development Reflection Sessions

Online reflection sessions will be held three to six months after a learning event has taken place. These meetings take the form of facilitated discussions designed to assess any changes made to practice, and improved outcomes for service users, as a result of training. The sessions are guided by some key questions:

- How have you implemented learning/changed your practice following the training?
- Have there been any barriers to implementing change?
- Do you have any learning/ training/ resources (TSAB or otherwise) to recommend to the group?
- How has your recent training session impacted the lives of children, young people, and adults at risk, in Trafford?
- Have you received any feedback from families?

Reflection session feedback will be shared with both the L&D Subgroup and QA&P Subgroup to review successes and barriers and consider any changes or further audit work to understand the impact the training has had on practice.

Social Media and Communications Analytics

In order to assess the impact of our social media content; podcasts, videos and bulletins, the L&D Subgroup will monitor the number of video views, number of bulletins opened, number of twitter views in order to understand the most effective forms of communication.

Appendix:

APPENDIX 1: Competency Framework for Safeguarding Adults

What is a competency?

A competency is a combination of the skills, knowledge and experience held by an individual. To be competent individuals need to be able to interpret a situation in its context, have a repertoire of possible actions to take and be trained to carry out these actions where relevant. Regardless of training, competency grows through experience and an individual's ability to learn and adapt.

The Framework

The national Safeguarding Competency Framework provides staff, volunteers, and employers with a benchmark for the minimum standards of competency required of those who work to safeguard adults across services in Trafford.

The Framework is made up of four Groups and lists the minimum competencies for each group.

The framework should not be a burden for teams and services; it is intended to be a

helpful guide to inform training and workforce development plans for teams.

It is not meant to be prescriptive or mandatory for individual staff. It is up to each partner organisation to decide who needs to complete which training and this will depend on individual safeguarding roles and responsibilities.

The competencies are set out below and have been mapped against TSAB's multi-agency training priorities and learning resources.

The TSAB Multi-Agency Training Calendar is kept up to date and will be available on the TSAB website to show all upcoming training opportunities available to book. Participant feedback will be used to review the quality and appropriateness of training and learning resources.

For more information about learning resources please visit the TSAB website or to discuss ideas for future training and learning resources please email the TSAB Business Unit: TSSP@trafford.gov.uk

Staff Group	Target Group Description	Including, but not limited to:
1. Adult Safeguarding Awareness	Anyone who has any contact with adults at risk, who may need to identify abuse or neglect and to report concerns appropriately.	• All staff and volunteers in health and social care • All frontline staff in Police, Fire and Rescue • Neighbourhood Teams and Housing • Clerical and Administration Staff • Domestic and Ancillary Staff • Health and Safety Officers • Elected Members • Charity trustees, staff, and volunteers
2. Frontline Practitioners	People with a professional responsibility for safeguarding adults who must be able to act on concerns and apply national legislation and local policies and procedures. This group needs to work within an inter-or multi-agency context.	• Social Workers • Nurses and Doctors • Frontline Managers • Integrated Team Managers • Managers in Health, Social Care and VCS Provider Services • Investigating Officers
3. Specialist Safeguarding Roles	People undertaking Section 42 Enquiries.	• Practitioners involved in safeguarding enquiries • Operational Managers • Heads of Assessment and Care Managers • Service Managers across health, social care, police, probation, and prison service
4. Manager Roles & Responsibilities	People with strategic responsibility for policy and systems and work in an intra and inter-agency context	• Head of Support Services • Heads of Services • Local Safeguarding Adult Boards

Trafford's Safeguarding Adult's Competency Framework:

Staff Group 1: Adult Safeguarding Awareness (equivalent to NHS Level 1)		
	Competency	Training and Learning Opportunities
	AWARENESS	Training and resources that would help staff to meet these competencies could include: - Multi-agency Safeguarding and how to make a Safeguarding Referral - SAR Lunch and Learn
1	Understand and demonstrate what Adult Safeguarding is	
2	Recognise an adult potentially in need of Safeguarding and take appropriate action	
3	Understand dignity and respect	
	REPORTING	
4	Understand the procedures for making a 'Safeguarding Alert' and referral for a Carer's Assessment	
5	Have knowledge of policy, procedures and legislation that supports Safeguarding Adults activity	
6	Ensuring effective recording of discussions, decisions, and quality of safeguarding processes	

Staff Group 2: Frontline Practitioners (equivalent to NHS Level 2 and 3)		
	Competency	Training and Learning Opportunities
	INFORM, INVOLVE and LISTEN	Training and resources that would help staff to meet these competencies could include: - Multi-agency Risk Management that covers Professional Curiosity and Unconscious Bias - Making Safeguarding Personal and person-centred practice within care planning and safeguarding arrangements - Hoarding and Self Neglect Training - Advocacy Awareness Sessions - Suicide Prevention - SAR Lunch and Learn
7	Ensure service users are informed and supported in their decision making around Safeguarding Adult concerns	
8	Ensure information is shared appropriately and all relevant partners are involved	
	RESPOND	
9	Understand the appropriate response including how to make the adult safe and different types of advocacy.	
	REPORTING and RECORDING	
10	Maintaining accurate and complete records and achieving best evidence	
	MANAGE	
11	Managing safeguarding adult concerns and enquiries	
	LEGISLATION, POLICY and PROCEDURES	
12	Awareness and application of legislation, local and national policy and procedural frameworks including Making Safeguarding Personal	
	KNOWLEDGE and SKILLS	
13	Demonstrate skills and knowledge to contribute effectively to the safeguarding process	

Staff Group 3: Specialist Safeguarding Roles (equivalent to NHS Level 4)		
	Competency	Training and Learning Opportunities
	DEVELOP and PROMOTE	Training and resources that would help staff to meet these competencies could include: • Mental Capacity Act Training covering mental health act, record keeping and trauma informed practice • How to support highly vulnerable adults with multiple and complex needs who use substances – use of legal frameworks • Domestic Abuse and older adults • SAR Lunch and Learn
14	The provision of training and supervision to develop and promote Adult Safeguarding	
	ENGAGE	
15	Person centred practice and robust inter-agency and multi-agency systems to promote best practice	
	SUPPORT	
16	Support the development of robust internal systems to provide a consistent, high quality Safeguarding Adults service	
17	Chair Team Around the Adult meetings or discussions	
18	Ensure record systems are robust and fit for purpose	
19	Understand how to make the person safe and the different types of advocacy.	

Staff Group 4: Manager Roles and Responsibilities (equivalent to NHS Level 5)		
	Competency	Training and Learning Opportunities
	LEAD	Training and resources that would help staff to meet these competencies could include: • Multi-agency Safeguarding and how to make a Safeguarding Referral • Mental Capacity Act Training covering mental health act, record keeping and trauma informed practice • SAR Lunch and Learn
20	Lead the development of effective policy and procedures for safeguarding adult services in your organisation	
	STRATEGIC PLANNING IN LINE WITH SABs	
21	Ensure plans and targets for safeguarding adults are embedded in a strategic level across your organisation	
	DEVELOP and PROMOTE	
22	Develop and maintain systems to ensure those who use your services have involvement in the evaluation and development of your Safeguarding Adults services	
23	Promote awareness of Safeguarding Adults systems within your organisation and outside of your organisation	

APPENDIX 2: Roles and Responsibilities

Individual Organisations

The individual organisations in Trafford are committed to:

- Enable staff to attend training by promoting TSAB training courses and protecting diary time for learning and development.
- Ensuring that their workforce has the required knowledge and competencies to carry out their safeguarding responsibilities effectively.
- Work in partnership with TSAB to support in providing multi-agency training, valuing different roles, knowledge, and skills.

Managers

We expect managers to:

- Enable staff to attend training by promoting TSAB training courses and protecting diary time for learning and development.
- Ensure participants/ delegates are registering for training relevant to their practice to reduce DNAs.
- Support training delegates to reflect on training and embed learning into practice after training events.
- Follow up with participants if unable to attend training.

Participants/Delegates

We expect delegates to:

- Print off and bring handouts if circulated prior to the training.
- Notify TSAB by email to tssp.learning@trafford.gov.uk if they are unable to attend a course, at least 48 hours prior to the course date.
- To keep to time and notify TSAB if you are going to be late.
- To ensure that mobile phones and other technology are placed on silent mode or switched off for the duration of the training.
- To contribute and be considerate of other in the group.
- To respect each other's differences.
- To be vigilant about the health and safety of other and comply with any evacuation procedures as appropriate.
- Engage fully with the TSAB Evaluation process, completing follow-up Evaluation Form and Reflection Sessions when necessary.

Partners/Organisations Trainers/Facilitators

The Trafford trainers/facilitators will:

- Support the development of and contribute to delivery of training.
- Support with the development of flexible learning.
- Ensure that training resources are up to date with relevant National and Local Guidance.
- Utilise their own technology to deliver their training and inform the TSAB Business Unit if any support is needed with resources.
- Email participants with pre and post resources before or after the training course.
- Listen and respond to comments made through evaluation with a view to making changes to course content where appropriate.
- Create a safe learning environment where confidentiality will be maintained unless this impacts on the welfare of an adult.
- Ensure that participants are kept informed about places and any changes which may arise.
- Monitor attendance in training sessions and feed this back to the TSAB Business Unit.
- Seek Evaluation from participants during training and feed this back to the TSAB Business Unit.
- Provide participants with certificates where necessary.

TSAB Business Unit:

TSAB Business Unit will:

- Coordinate and manage a programme of safeguarding training aligning with the TSAB's priorities.
- Evaluate and review courses.
- To develop a flexible learning offer to suit a range of learning styles/needs.
- Identify learning from Local Safeguarding Adult Reviews and other Learning Reviews and share this learning with partners.
- Regularly assess impact of training through feedback, and report this to partners.
- Listen and respond to feedback received through evaluation processes.
- Promote & share relevant training, resources/support.
- Make reasonable adjustments to accommodate special requirements.
- Ensure that participants are kept informed about places and any changes which may arise.
- Will create a safe learning environment where confidentiality will be maintained unless this impacts on the welfare of an adult.
- Will raise concerns which may arise during training with regards to practice
- Support trainers/facilitators with resources if requested.
- Maintain registers for training and share the registers with trainers and facilitators in advance of training sessions
- Provide participants with certificates where necessary.