**Competency Evidence Log – Core Competencies**

**For Anyone who Works or Volunteers with children.**

**Name of Staff member:**

**Name of Manager:**

**Date:**

**Evidence provided must have taken place within the previous 12 months.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Core Competencies** | **√** | **Evidence** | **Date Met** |
| 1 | Consider the daily ‘lived’ experience of the child or young person and place them at the centre, listening to their voice, working out what they are trying to communicate and never losing sight of their needs. |  |  |  |
| 2 | Know how to recognise possible signs and indicators of abuse and neglect. |  |  |  |
| 3 | Know what to do with important information; how it should be recorded, how it should be shared safely and with whom it should be shared.  Give consideration that information gained will need to be shared if a referral is made and could be used in a legal capacity. |  |  |  |
| 4 | Understand the importance of sharing information and what could act as a barrier to doing this. There should be no barriers to sharing information in relation to safeguarding – please see this [Information Sharing advice.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1062969/Information_sharing_advice_practitioners_safeguarding_services.pdf) |  |  |  |
| 5 | Be persistent in your response to safeguarding needs, notice, check and share and apply professional curiosity. Follow up with enquiries, escalate where necessary and ‘whistle blow’ as required. |  |  |  |
| 6 | Know how to respond and communicate with children, young people or adults when they may be trying to tell you something. This could be verbally, non-verbally or through their behaviour. |  |  |  |
| 7 | Understand what might make some children more vulnerable taking into account diversity and difference and promoting equality and inclusion. |  |  |  |
| 8 | Have knowledge of safeguarding legislation, statutory and non-statutory guidance, as well as other ‘Safeguarding’ bodies/agencies appropriate to role (such as the Safeguarding Children Partnership (SCP)) |  |  |  |
| 9 | Understanding and awareness of the ages and stages of child development, including those children with special educational needs and disability (SEND) to identify and acknowledge changes in behaviour as a possible indicator of abuse. |  |  |  |
| 10 | Understand that safeguarding requires working effectively across teams, different agencies and professions, as well as with children, young people and families themselves. |  |  |  |
|  | Additional Competencies from list or relevant to role - if required |  |  |  |
|  | Additional Competencies from list or relevant to role - if required |  |  |  |

|  |
| --- |
| **I verify the worker meets the required safeguarding competencies** |
| ***Please answer yes or no:*** |
|  |
| **Comments / evidence** |
|  |
| **Please indicate any unmet competencies, and the record required action and timescales for review / re-assessment of these competencies.** |
| **Comments:** |
| **Signed Manager/Supervisor: Date:** |