Learning and Development Strategy

Competency Framework (inc. Child Exploitation)

This document sets out the training levels for Torbay Safeguarding Children Partnership (TSCP) learning, including the expected content of training for each level. Organisations are responsible for assessing where their staff roles sit within the framework and ensuring learning and development opportunities are compliant with the set standards. For some organisation e.g. OFSTED registered it will set out within documentation e.g. Statutory Framework to Taking account of any advice from the LSP or local authority on appropriate training courses. This sets out the advice of the TSCP.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. (KCSIE, 2021)

It should also be read together with single agency procedures and sector guidance e.g.
- **Royal College of Nursing Intercollegiate Document**, Safeguarding Children and Young People: Roles and Competencies for Healthcare Staff, Fourth Edition (2019)
- **Keeping children safe in Education** (2021)
- Early Years Foundation Stage (EYFS) **Statutory Framework** (2021)

TSCP currently offers the level 3 mandatory courses as well as specialist courses and Best Practice Forums. In order to access these courses you must ensure that your level 1 and level 2 training has met the required content set out below. There will be an expectation from trainers that you are confident within these areas.

Across all training it should be clear that Torbay is now using a Restorative Practice Approach (high support, high challenge).

When thinking about children we also need to consider the unborn baby where appropriate.

Current priorities of the TSCP:
Neglect
Exploitation
Domestic Abuse and Sexual Violence
Mental Health

National documents to support:
Working Together 2018
What to do if you're worried a child is being abused
Information Sharing Guidance

Learning from Child Safeguarding Practice Reviews can **be accessed here**
Learning from Multi-Agency Case Audits can **be accessed here**

The grid below sets out the four levels of the training competency (level 5 is to be met within your own organisation if applicable). This sets out the roles within which this should be accessed. Each level informs the next (but only the highest level needs to be repeated when the certificate expires).

Certification is valid for three years except for Education Designated Safeguarding Leads (and Deputies) two years.
Annual update required for all staff.

Learning Outcome covers the Knowledge and understanding that will be delivered within the training. Assessment Criteria indicates the skills, attitudes and behaviours the learner can then apply to their role.

1 Version Control

Version	Date	Description of changes and person responsible.
1.0	2021	Initial document approved by TSCP
1.1	Approved by Learning and Development Group 29/06/22	Additional areas of learning related to Child Exploitation added to each level.

Level	Expectation that learners already know:	Learning Outcome Learner will know/ understand:	Assessment Criteria – Skills, Attitudes or Behaviours. Learner can:

1
All Staff/ Induction for levels 2 and above
 	
All members of the Children and Young People's workforce.
 	
Includes volunteers.
 	
Occasional Contact Single/ Multi-agency
	Awareness of expected child development (key stages of development)	- how to respond to evidence or concerns that a child or young person has been abused, harmed or bullied.
		- Key roles of safeguarding staff e.g. Designated Safeguarding Lead (who these are within their organisation)
		- Local early help process and organisation's role within this.
		- Recognised the following terms:
		   o Adverse Childhood Experiences (ACEs)/ Trauma Informed
		   o Advocacy
		   o Peer on peer abuse
		   o Missing
		   o Child Criminal Exploitation
		   o County Lines
		   o Child In Need
		   o Child Protection
		   o Domestic Abuse and Sexual Violence (DASV)
		   o Exploitation
		   o Extra Familial Harm
		   o Online Abuse/ technology facilitated abuse
		   o Parental Responsibility
		   o Serious Youth Violence
		   o Female Genital Mutilation
		   o Fabricated and Induced Illness
			1.1 Identify current legislation[1], guidelines, policies and procedures for safeguarding the welfare (including e-safety.
			1.2 Identify children who may benefit from early help
			1.3 Describe the roles of different agencies involved in safeguarding the welfare of children and young people.
			1.4 Identify the characteristics of different types of child abuse.
			1.5 Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies.
			1.6 Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or maybe at risk of harm, abuse or bullying.
			1.7 Describe the actions to take if a child tells them they are being abused, exploited or neglected.
			1.8 Make a referral to children's social care.
			1.9 Describe the actions to take in response to concerns that a colleague may be:
			  • failing to comply with safeguarding procedures
			  • harming, abusing or bullying a child or young person.

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[1] Children Act 1989 and 2004, Children and Social Work Act 2017, Sexual Offences Act 2003, Mental Capacity Act 2005, Domestic Abuse Act 2021

		o Forced Marriage
		o Modern Slavery
		o Grooming
		o Radicalisation
		o Trafficking
		
		- Vulnerabilities that put a child at greater risk e.g.
		  o Disability (visible or hidden),
		  o Cared for child
		  o Unaccompanied children
		  o Care experienced children
		  o Young carers
		  o Missing children
		- Potential impact of parents who use substances, domestic abuse and sexual violence and mental/ physical health of parents/ carers.
		- Significance of child(ren) not being brought to organisation e.g. nursery or appointments e.g. hospital.
			• Staff behaviour policy/ code of conduct
			• Not taking their concerns seriously or other barriers to escalation.
			
			1.10 Describe the principles and boundaries of confidentiality and when to share information.
			Attitudes
			1.11 The importance of listening to children and young people
			1.12 The importance of being proactive in acting on issues and concerns, including escalation.
			
			Behaviours
			1.13 Support social workers and other agencies following any referral.

Devon and Torbay PREVENT Strategy links **BASIC PREVENT AWARNESS**		- Radicalisation and the context in which it can occur - Indicators of radicalisation - The impact of direct (discrimination, friendships, influential peers) and indirect (internet, media) factors on people, and how this might change their thoughts and behaviours - appropriate Prevent referral routes (including knowledge of Prevent Leads and locally-agreed Prevent referral processes) and knowledge of how to seek advice	1.14 Describe the term Prevent; understand its practical applications; understand its situation within the pre-criminal space; understand its situation in relation to CONTEST 1.15 Recognise the Channel process as a multi-agency panel to support vulnerable people at risk of being drawn into terrorism 1.16 Summarise local Prevent mechanisms – such as referral routes and sources of information and advice

		- The limits of their own knowledge, and recognition of when to consult colleagues in the tier above. - the importance of sharing information appropriately (covering confidentiality, consent and information-sharing)– including understanding of the consequences of failing to do so - Raise concerns, and take action when concerns have been identified – this includes referring concerns to the appropriate individual/body, following locally-agreed Prevent referral processes	1.17 Describe factors that might lead people to become radicalised; the process of radicalisation; risk indicators 1.18 Discuss routes for reporting concerns and seeking advice 1.19 Explain confidentiality and information-sharing requirements in relation to safeguarding concerns. 1.20 Summarise the actions taken following the reporting of concerns
Exploitation	Existence of child exploitation in society That children do go missing from home and care settings	- Links between radicalisation and criminal exploitation - The different types of exploitation (sexual, criminal, county lines, modern slavery, trafficking) - Indicators of Exploitation - the grooming/recruitment process - What the local exploitation risk looks like within Torbay. - Who to contact if they are concerned.	1.21 Child exploitation from the child's point of view 1.22 Identify and report concerns within own agency.

| 2 | Induction (compliant with level 1 completed)

Understanding of expected child development – how child abuse and neglect can impact on this. | - Short and long term impact of abuse (including DASV) and neglect on an unborn baby, child and/or young person in terms of: | 2.1 Access processes for transition for young people to adult legal frameworks and service provision. |
|---|---|---|---|
| In a position to identify concerns about abuse or neglect

Those in **Regular Contact** with children, young people and their families.

Including volunteers Single/ Multi-Agency | | • Mental and physical health
• Speech, language and communication needs
• Physical growth.
- Public Health significance of abuse and neglect (ACEs, Trauma Informed)
- Difference between fact and opinion.
- Own professional role, responsibilities and professional boundaries.
- Importance of perinatal mental health in child development and well being.
- Importance of child's best interests as reflected in legislation and the UNCRC)
- The increased needs of care for children with disabilities, children on child protection plans, care experienced, youth offenders. | 2.2 Identify where further support is needed, when to take action and when to refer to managers/ supervisors or other agencies including referral to early help, children's social care or police.
2.3 Consider the greater risk of further harm and exploitation for children with disabilities, children on child protection plans, care experienced, youth offenders and LGBTQ+ community.
2.4 Identify the importance of working collaboratively to improve children's health and wellbeing.
2.5 Document safeguarding/ child protection concerns and maintain appropriate recording keeping. Complying with Data Protection processes for sharing information (in writing, by telephone, electronically and in person)
2.6 Identify repeated patterns of behaviour e.g. a child not being brought/ attending provision (school or health).
2.7 undertake, where relevant a role within Child Safeguarding Practice Reviews, Multi-Agency Case Audits, Child Death Reviews, Domestic Homicide reviews.
2.8 Escalate concerns appropriately and challenge other professionals where concerns are not being taken seriously.
2.9 Identify and refer a child suspected being a victim of trafficking and/or exploitation.

Attitude |

			2.10 How own beliefs, experiences and attitudes might influence professional involvement in safeguarding work. Behaviours 2.11 Act as an effective advocate for child or young people
Exploitation		- Key pieces of legislation (sexual offences act) and policies to disrupt and pursue. - The local mechanisms in place for identifying and assessing children at risk of exploitation. - Awareness of the National Referral Mechanism. - Link emotional / social behaviours as indicators of trauma caused by exploitation of the child or young person. - How the stages of the grooming process work and can be linked to all forms of exploitation. - Importance of reporting children and young people as missing and links to exploitation. - Importance of return home interviews.	2.12 Use restorative language when working with others and recording concerns (Vs victim blaming/ derogatory language 2.13 Source further information in relation to National Referral Mechanism. 2.14 Discuss with others using a trauma informed approach how exploitation impacts children, young people and their families. 2.15 Skills to have high quality protective discussions with children and their families. 2.16 Ability to identify and record key information in agency's systems. 2.17 Consider the complicating factors that can sit behind exploitation in terms of a young person or their family's willingness to work with agencies. 2.18 Discuss push and pull factors that impact on the vulnerability to child exploitation. 2.19 Gather and contribute towards exploitation toolkits. 2.20 Contribute to multi-agency disruption to support the child and family.

3 Potentially contribute to assessing, planning and intervening and reviewing the needs of a child and/or parenting capacity Those **predominantly working with** children, young people, their parents/ carers. Multi-Agency	Induction and level 2 training completed. Health and social care roles – MCA training undertaken. Supervision training for those providing supervision to staff and volunteers. Know what local resources and services are available within organisations including the voluntary sector to support families. Understand, and where required, contributes to processes for auditing the effectiveness and quality of services for safeguarding/child protection, including audits against national guidelines.	- How agencies work together with families to identify, assess and meet the needs of children with safeguarding concerns within a multi-agency plan which promotes child and young person development - the importance of family history and functioning - the importance of a person-centred and inclusive approach and can give examples of how this is implemented in own work. - how institutions, agencies and services can affect children and young people's development - how to support children and young people experiencing different types of transitions. - How to report significant incidents to other agencies e.g OFSTED, Child Death Overview Panel, Rapid Review Panel. - If working with adults –appropriate action to safeguard any children who may be at risk of harm due to adult's health or behaviour. Importance of routinely considering whether adult working with has any responsibility for children. - How to manage allegations of child abuse perpetrated by professionals and escalation and seeking help. - multiple family adversities can increase the risk of abuse and neglect for children and young	3.1 Explain the factors that need to be taken into account when assessing development. 3.2 Assess a child or young person's development in the following areas: • physical • communication • intellectual/ cognitive • social, emotional and behavioural • moral. 3.4 Document interactions with whole family in a manner that is appropriate for safeguarding/ child protection (and legal processes). 3.5 Report concerns as outlined in TSCP procedures. Knowing when to act to safeguard/ protect a child. 3.5 Develop and contribute with families (and other professionals) a plan to meet the development needs of a child or young person in the work setting. 3.6. Implement actions on an agreed plan for a child or young person according to own role and responsibilities, taking into account that development is holistic and interconnected. 3.7 evaluate a plan in the light of new information/ implementation and take appropriate action to safeguarding children/ young people. 3.8 Document the child's voice to evidence their lived experience. 3.9. Encourage children or young people to actively participate in decisions affecting their lives and the services they receive according to their age and abilities. 3.10. Demonstrate how own work environment or service is organised to promote the development of children or young people.

		people, able to take appropriate action.
		
		- the importance of professional inter-agency working to benefit the children, young people and the families they work with and their role as an advocate
		- the assessment of risk and harm including the importance of early help.
		- The impact of parental behaviour on children and young people and the multi-agency response (ACEs/ Trauma Informed)
		- The TSCP escalation process.
		- The principles of consent with those who have parental responsibility and consent and confidentiality with those under the age of 18 years.
		- The following terms and application:
		  o Initial Child Protection Conference
		  o Core Groups
		  o Strategy meetings
		  o Family Group Conferences
		
		- Understand how working practices can impact on the development of children and young people.
			3.11 Explain how own working practice can affect children and young people's development.
			3.12 Share and store information in lines with Data Protection legislation.
			3.13 present information verbally and in writing for professional and legal purposes as required and appropriate to role.
			3.14 Able to challenge other professionals when required and provide supporting evidence.
			
			Attitude
			
			3.17 Consideration of own professional knowledge and expertise of what constitutes child abuse and neglect and when to escalate accordingly.
			3.18 Considers the impact of a family's cultural and religious background when assessing risk to a child or young person or managing concerns.
			3.19 Consider ethical considerations in assessing and managing children and young people.
			3.20 Importance of own personal responsibility in keeping up to date with current policy, research and practice developments.
			
			Behaviour
			
			3.21 Listen to children or young people and communicate in a way that encourages them to feel valued.
			3.22 Reflect on lessons from serious case reviews/ local safeguarding practice

			reviews and considered actions for own practice/ organisation practice.
			3.23 Recognise the importance and benefits of working in an environment that supports professionals.
			3.24 Recognise the potential personal impact of safeguarding/child protection work on professionals.
			3.25 Access additional support when needed in managing presentations of suspected child maltreatment, including support with all legal and court activities (such as writing statements, preparing for attending court) and the need to debrief in relation to a case or other experience.
Devon and Torbay PREVENT Strategy links Staff with additional Safeguarding roles ENHANCED PREVENT AWARENESS Role will include any of the following: - Supporting staff and clients to safeguard children and adults - Delivering Basic Prevent		- The current threat level - The potential for Prevent to be applied to all forms of terrorism, present or emerging - Vulnerability factors that can make individuals susceptible to radicalisation - Points of contact for advice and reporting concerns - Safeguarding responsibilities linked to Prevent - The Prevent strategy and their organisation's contribution to the Prevent agenda; - Ideology and how it relates to radicalisation - Channels available for reporting other types of concern	3.26 Discuss own agency's Prevent policy/guidelines 3.27 Explain how to report concerns within own area 3.28 Clarify differences between the national and local terrorist threat 3.29 Identify own responsibilities for Prevent and safeguarding 3.30 Discuss the relevance of whistle-blowing to Prevent 3.31 Document concerns in a means which captures the wishes and views of people at risk; differentiates between fact and opinion; is compliant with the Data Protection Act 2018. 3.32 Explain the tenets of appropriate and relevant information-sharing (written, verbal and electronically)

Awareness Training		- The limits of their own knowledge, and recognition of when to consult colleagues in the tier above. - Document safeguarding concerns and maintain appropriate record-keeping, including making appropriate records of the wishes and views of the person at risk (this will involve differentiating between fact and opinion) - Share appropriate and relevant information between teams and agencies – in written form, verbally and electronically, within relevant information sharing protocols - Identify when further support is needed, when to take action, and when to refer to managers, supervisors or other relevant professionals – this will involve using locally-agreed Prevent referral processes - Demonstrate effective interpersonal skills	
Exploitation		- Own role and how to contribute to multi-agency contextual safeguarding meetings i.e. peer group/ locations - Recognise and understand national models of child exploitation - Recognise how children, young people and adults can be exploited online	3.33 Identify, gather information, record and share information appropriately regarding models of grooming and exploitation of children. 3.34 Lead on making a referral and/or working with child/ young person and their family

		- Impact of exploitation on children, adults and their families across all areas of their daily lives. - Importance of mapping and understanding contextual safeguarding. - Identify key local and national CSPRS reviews on exploitation to support own learning and development. - Explain and follow missing child processes and understand the importance of facilitating return home interviews. - Multi-agency powers in disruption and pursuing perpetrators. - Links between all the types of child exploitation including modern slavery.	3.35 Explain the role of and/or take part in key local multi-agency meetings e.g. CEMOG and MACE 3.36 Role as/ of First Responder in the NRM process (where applicable e.g. social workers, police officers, full list). 3.37 Identify and provide clear advice when a child is or hidden missing. 3.38 Know how to escalate concerns.

4 Staff who have particular responsibilities Professionals from health, education, police and children's social care. Single Agency or Multi-Agency			• Latest safeguarding/child protection research evidence, how to access and the implications for practice. • Advanced understanding of childcare legislation, information sharing, information governance, confidentiality and consent including guidance from professional bodies.	4.1. Implement and audit the effectiveness of safeguarding/child protection services on an organisational level against current national guidelines and quality standards. 4.2. effectively communicate local safeguarding knowledge, research and findings from audits 4.3. to discuss, share and apply the best practice and knowledge in safeguarding/ child protection including: 4.4. the latest research evidence and the implications for practice 4.5. learning lessons and cascading and sharing information with others an advanced understanding of childcare legislation, information sharing, information governance, confidentiality and consent. 4.6. Contribute to the development of robust internal safeguarding/child protection policy, guidelines, and protocols as a member of the safeguarding team 4.7. Contributes as a member of the safeguarding team to the development of strong internal safeguarding/child protection policy, guidelines, and protocols. 4.8. Effectively communicates local safeguarding knowledge, research and findings from audits, challenge poor practice and address areas where there is an identified training/development opportunity

			4.9. Provides advice and information about safeguarding/child protection to the employing authority, both proactively and reactively.
			4.10. Provides specialist advice to practitioners, both actively and reactively, including clarification about organisational policies, legal issues and the management of child protection case
			4.11. Give advice about safeguarding/child protection policy and legal frameworks.
			4.12. Support colleagues in the escalation process and in challenging views offered by other professionals, as appropriate.
			4.13. Advise other agencies about the management of child protection concerns.
			4.14. Analyse and evaluate information and evidence to inform inter-agency decision making across the organisation.
			4.15. Support others across the organisation in writing a chronology and review about individual children/young people, and in summarising and interpreting information from a range of sources.
			4.16. Develop a management plan for fabricated and induced illness (FII) and to support colleagues involved in individual cases.
			4.17. Advise and inform others about national and international issues and

			policies and the implications for practice.
			4.18. Work closely with adult safeguarding colleagues to ensure effective safeguarding.
			4.19. Advise/ train others on:
			4.20. Section 47 enquiries, roles, responsibilities and working together
			4.21. Threshold decisions
			4.22. Taking emergency action
			4.23. Communicating with children in line with achieving best evidence
Devon and Torbay PREVENT Strategy links Specialist Roles Role will include any of the following: - Responsibility for providing advice, support, supervision and training for staff in relation to a broad range of safeguarding duties. - Supporting staff and clients' efforts to safeguard		- The legal and policy context of Prevent - Channel's multi-agency arrangements to provide support and redirection to individuals at risk of radicalisation - Community safety processes and referral pathways - Risk indicators relating to people who are being radicalised - The impact of direct (discrimination, friendships, influential peers) and indirect (internet, media) factors on people, and how this might change their thoughts and behaviours - The limits of their own knowledge, and recognition of when to consult colleagues in the tier above. - Advise staff in relation to meeting Prevent and safeguarding responsibilities - Advise others about Prevent guidance and strategies which hold	4.24 Discuss Prevent in the context of CONTEST 4.25 Clarify the Channel process and the Channel referral process 4.26 Identify relevant community safety processes and pathways. 4.27 Describe the Prevent case management process and its relevance to Channel, including in relation to the role of Channel Co-ordinators and Counter Terrorism Unit Officers. 4.28 Identify and advise on factors indicating vulnerability to radicalisation or grooming, and signs of radicalisation 4.29 Discuss concerns raised by self or others with an appropriate line manager, Prevent Lead or Prevent Co-ordinator. 4.30 Complete an appropriate referral. 4.31 Participate in difficult and sensitive conversations with individuals and professionals.

children and adults • Delivering Enhanced Prevent Awareness Training		relevance to their organisation and roles - Apply critical thinking to Prevent referrals; identify the need for additional information, where required, prior to progressing a referral - Communicate effectively with others and have 'difficult conversations' - Raise concerns, and take action when concerns have been identified - Demonstrate effective interpersonal skills - Be able to identify and advise others of appropriate reporting pathways	4.32 Create and maintain accurate records in line with the Data Protection Act 2018 and information-sharing guidance. 4.33 Demonstrate ways of working which proactively prevent people at risk of radicalisation from becoming radicalised – including effective risk assessment and case management which takes account of the effects of potential interventions 4.34 Create effective multi-agency safeguarding action plans which are person-centred and take account of mental capacity 4.35 Justify the proportionality and appropriateness of support proposed in action plans 4.36 Summarise the current threat level.