

NSAB and NSCB Sexual Exploitation Capability Framework 2015

Introduction

The sexual exploitation of children and adults at risk presents a significant learning challenge. It is imperative that frontline staff and volunteers have an understanding of the key themes of sexual exploitation and the frameworks in place to manage concerns. Of equal importance, practitioners across all fields need to recognise that sexual exploitation is something which effects both children and adults at risk. Workers, regardless of whether their primary client group is children or adults, should have an awareness that sexual exploitation is form of abuse which can affect people across the life course and that there are frameworks in place to support anyone who may be at risk of sexual exploitation.

This capability framework, developed jointly by the Newcastle Safeguarding Childrens Board (NSCB) and the Newcastle Safeguarding Adults Board (NSAB) identifies core capabilities for five key groups of learners. All staff members and volunteers should be assessed as capable against the capabilities that are relevant to their occupational role. Whatever their role, all staff should know when and how to report any concern about the sexual exploitation of a child or adult at risk. Each capability within this framework refers to a combination of skills, knowledge and experience expected of individual staff and this framework aims to ensure that these qualities inform safeguarding practice in a way that is commensurate with an individuals' occupational role and responsibility. Capability involves being able to demonstrate the ability to be critically reflective and self-aware as you analyse, review and evaluate your skills, knowledge and professional practice, exploring alternative approaches and being open to change.

Learner Group	Including but not limited to
Group A Those working in services or businesses which could be in a position to identify perpetrators and/or victims of SE.	Taxi drivers, hotels, B&Bs, licensed premises, small businesses, faith communities, sex workers
Group B Those working or volunteering with children or adults at risk who may be in a position to identify concerns of abuse or neglect (including sexual exploitation).	Support workers, housing staff, teachers, college staff, GP's, nurses, paramedics, clerical and admin staff, advocates, volunteers social workers.
Group C Those Working or volunteering in positions where sexual exploitation is more likely to be identified and who could potentially have a responsibility	Staff working in childrens homes, LAC service, sexual health nurses, social workers (working with children or working age adults), staff working in drug and alcohol services, staff working in specialist safeguarding positions,

for providing ongoing support to victims of sexual exploitation.	ISVA's, officers working in the PVP, CPN's, CTLD staff, specialist DV or sexual violence services.
Group D Parents and carers	Foster carers, shared lives carers
Group E Children and young people	Looked after children aged over 13
Group F Adults at risk	Working age adults at increased risk of sexual exploitation because of disability, mental illness, isolation, housing or financial difficulties, previous victim of abuse, fluctuating mental capacity and substance misuse.

Staff Group A		
	Capability	Suggested Evidence
1	Understand what sexual exploitation of children and adults at risk is.	<ul style="list-style-type: none"> • Show clear understanding of their role in identifying and reporting concerns regarding sexual exploitation. • Show understanding of the duty to protect both children and adults at risk
2	Recognise when a child or adult at risk of sexual exploitation and take action	<ul style="list-style-type: none"> • Show clear understanding of factors that can make children and adults more vulnerable to sexual exploitation • Recognise immediate safety as first priority around any concern • Understand the procedures for raising a safeguarding concern

Staff Group B		
	Capability	Suggested Evidence
1	Understand what sexual exploitation of children and adults at risk is.	<ul style="list-style-type: none"> • Show clear understanding of their role in identifying and reporting concerns regarding sexual exploitation. • Show understanding of their organisations policy and procedures • Show understanding of the duty to protect both children and adults at risk
2	Recognise when a child or adult at risk of sexual exploitation and take action	<ul style="list-style-type: none"> • Show clear understanding of factors that can make children and adults more vulnerable to sexual exploitation

		<ul style="list-style-type: none"> Recognise immediate safety as first priority around any concern
3	Understand the procedures for raising a safeguarding concern.	<ul style="list-style-type: none"> Clear understanding of internal organisational and local multi-agency procedure for raising safeguarding concerns Knowledge of when to seek advice and support
4	Have knowledge of policy, procedures and legislation that supports safeguarding activity in relation to sexual exploitation.	<ul style="list-style-type: none"> Understand the definition of child and adult at risk Understand the limits of capacity and confidentiality

Staff Group C

	Capability	Suggested Evidence
1	Demonstrate the skills and knowledge to contribute effectively to the safeguarding process.	<ul style="list-style-type: none"> Work to local and national guidance in safeguarding Respond to alerts/referrals in a timely manner Identify and reduce potential and actual risk after disclosure or an allegation has been made Attend and contribute to investigations/meeting and information sharing Develop protective strategies for those that decline services
2	Awareness and application of a range of local procedural frameworks and national policy and legislation when safeguarding children and adults at risk of sexual exploitation.	<ul style="list-style-type: none"> Show critical understanding of the levels, thresholds or pathways of investigating in response to a 'safeguarding referral' and requirements of gathering initial information. Describe the purpose of a safeguarding case conference and how to contribute to this and any subsequent protection plan. Clear understanding of legal roles and responsibilities around safeguarding.
3	Ensure children and adults at risk are supported appropriately to understand risks around sexual exploitation and maximise their decision making.	<ul style="list-style-type: none"> Work with victims of sexual exploitation to ensure they are fully aware of options available to them and the preventative measures they may be able to put in place to protect themselves

		<ul style="list-style-type: none"> • Show understanding of how abuse and coercion can effect decision making capacity • Understanding of local and national groups who may be able to provide support • Provide written and verbal information on safeguarding procedures • Actively engage with individuals who decline services and/or engage support of others to achieve this
4	Understand how best evidence is achieved.	<p>As appropriate to role:</p> <ul style="list-style-type: none"> • Show a comprehensive understanding and detailed knowledge of gathering and preserving evidence • Describe why it is important to preserve evidence • Understanding of the support available to complainants during the criminal justice process
5	Demonstrate the required level of skills and knowledge to assess risks in relation to complex cases of sexual exploitation.	<ul style="list-style-type: none"> • Ability to apply locally development risk assessment tools • Have an in depth knowledge of factors that increase the risk of sexual exploitation • Be familiar with the models of sexual exploitation • Have knowledge of resilience factors and how these might interact with safeguarding
6	Actively engage in multi-agency framework to develop robust and, where necessary, innovative protection plans.	<ul style="list-style-type: none"> • Know what legal remedies are available to safeguard children and adults at risk of sexual exploitation. • Awareness of how to implement the making safeguarding personal approach.

Staff Group D

	Capability	Suggested Evidence
1	<ul style="list-style-type: none"> • Be able to identify the warning signs of sexual exploitation 	<ul style="list-style-type: none"> • Understand that children young people and adults can sometimes be drawn into sexual exploitation, which means they may be rewarded for performing sex acts.

		<ul style="list-style-type: none"> Perpetrators who do this are skilled at “grooming”. They could offer gifts, accommodation, friendship, drugs or alcohol, and then draw them into a sexual relationship. Ability to recognise dangerous, controlling and coercive relationships.
2	<ul style="list-style-type: none"> Knowledge of strategies that can protect people from sexual exploitation 	<ul style="list-style-type: none"> Understand the importance of strong social networks Recognise immediate safety as the first priority around any concern
3	<ul style="list-style-type: none"> Have the confidence to report concerns 	<ul style="list-style-type: none"> Encourage your child or person you care for to talk to you about their day to day experiences. Talk through ways to help them protect themselves if they find themselves in difficult situations. Understand the process for raising a concern. Have awareness of organisations who can provide advice and support.

Staff Group E		
	Capability	Suggested Evidence
1	<ul style="list-style-type: none"> Educating those who are perceived to be at risk about how perpetrators operate 	<ul style="list-style-type: none"> Understand the meaning of sexual exploitation Be able to recognise the signs of grooming and coercion
2	<ul style="list-style-type: none"> Helping them to protect themselves from being exploited 	<ul style="list-style-type: none"> Understanding of situations which may increase risk

3	<ul style="list-style-type: none"> Giving them the confidence to report concerns 	<ul style="list-style-type: none"> Knowledge of how to get help and support (a teacher, a social worker, the Police, a nurse, a carer) Be confident that you will be listened to and supported Knowledge of agencies and resources for further support
---	---	---

Staff Group F		
	Capability	Suggested Evidence
1	<ul style="list-style-type: none"> Educating those who are perceived to be at risk about how perpetrators operate 	<ul style="list-style-type: none"> Understand the meaning of sexual exploitation Be able to recognise the signs of grooming and coercion
2	<ul style="list-style-type: none"> Helping them to protect themselves from being exploited 	<ul style="list-style-type: none"> Understanding of situations which may increase risk
3	<ul style="list-style-type: none"> Giving them the confidence to report concerns 	<ul style="list-style-type: none"> Knowledge of how to get help and support (a teacher, a social worker, the Police, a nurse, a carer) Be confident that you will be listened to and supported Knowledge of agencies and resources for further support

DRAFT

Sexual Exploitation Learning and Development Plan

Groups	Including but not limited to:	Introduction to SE				Advanced SE		Targeted	Other	
		E-learning: Virtual College	Workshop: DVD e.g. Sick Party	Workshop: NESCT Sexual Abuse Course	Workshop: NSCB Refresher + Sick Party	SCARPA	GAP	SE Briefing	E-learning: PACE	Workshop: DVD e.g. Sick Party
Group A Those working in services or businesses which could be in a position to identify perpetrators and/or victims of SE.	Taxi drivers, hotels, B&Bs, licensed premises, small businesses, faith communities, sex workers	NA	NA	NA	NA	NA	NA	Yes	NA	NA
Group B Those working or volunteering with children or vulnerable adults who may be in a position to identify concerns of abuse or neglect (including sexual exploitation).	Support workers, housing staff, teachers, college staff, GP's, nurses, paramedics, clerical and admin staff, advocates, volunteers, social workers.	Complete one of the above courses.				NA	NA	NA	NA	NA

Group C Those working or volunteering in positions where sexual exploitation is more likely to be identified and who could potentially have a responsibility for providing ongoing support to victims of sexual exploitation.	Staff working in childrens homes, LAC service, sexual health nurses, social workers (working with children or working age adults), staff working in drug and alcohol services, staff working in specialist safeguarding positions, ISVA's, officers working in the PVP, CPN's, CTLD staff, specialist DV or sexual violence services	Complete one of the above courses before accessing more advanced training.				Complete if working or volunteering with children aged under 18	Complete if working or volunteering with adults aged over 18	NA	NA	NA
Group D Parents and carers	Foster carers, shared lives carers	NA	NA	NA	NA	NA	NA	NA	Yes	Yes
Group E Children and young people	Looked After Children, children aged over 13.	NA	NA	NA	NA	NA	NA	NA	NA	Yes
Group F Adults at risk	Working age adults vulnerable to sexual exploitation because of disability, mental illness, isolation, housing or financial difficulties, previous victim of abuse, fluctuating mental capacity and substance misuse.	NA	NA	NA	NA	NA	NA	NA	NA	Yes