

**Child Sexual Exploitation Training and Development Strategy**

**Introduction**

Consistent with strategic priority 3 of the KSCB Business Plan, the KSCB is committed to tackling the issue of sexual exploitation of children through a coordinated multi-agency strategic plan and framework, which is overseen by the Knowsley CSE Sub Group. It is recognised that in order to successfully protect sexually exploited children there must be a robust, multi-agency approach to the:

• Prevention

• Identification

• Intervention

• Planning

• Prosecution

It is vital that agencies work together and share information to identify children who are involved, or at risk of becoming involved, in sexual exploitation. The KSCB is therefore committed to providing a comprehensive and effective multi-agency training programme to compliment this plan.

The aim of the programme is to increase participant’s knowledge and skills whilst ensuring that consistent messages are shared and that frontline practitioners are fully aware of the referral pathways available to them. With the ultimate aim of improve working relationships between agencies, to promote high quality service provision and improved outcomes for children and young people. This document needs to be considered alongside documentation regarding criminal exploitation as this is a thematic area linked to sexual exploitation in our borough.

This document will be updated on a regular basis to incorporate changes to the training programme on offer.

**Aim and Purpose**

The aim of this strategy is to support the KSCB in fulfilling its identified priorities and actions regarding Child Sexual Exploitation.

The purpose of this strategy is to outline a plan of future training and development opportunities for the workforce including how we intend to evidence that training is making a difference, enhancing practice and improving outcomes for families and children.

**2015-16 Training Plan**

It is our aim to deliver a comprehensive Multi-Agency CSE training programe to meet the needs of the wider workforce including targeted training at identified cohorts of staff and offering a range of briefings, online modules, development days and courses on identified areas such as working with parents, communicating with children and strengthening links in with the wider community. Please see this year’s training offer at appendix 1 within this document.

The training plan will be reviewed on an annual basis and will include data captured in the training needs analysis, information gathered at the CSE Sub group and lessons deriving from the Learning and Improvement Framework to ensure we are meeting the needs of the wider workforce.

**Voice of the Child**

It is imperative that we incorporate ideas and views from children into future training programmes, recent information captured via a borough wide young person’s survey will be considered when reviewing the training offer regarding child sexual exploitation.

**Quality Assurance**

A cohort of KSCB Learning and Development Sub Group members will be tasked with the quality assurance of the 1 Day Multi-Agency CSE Training Course and Community Briefings. The Sub Group will use the agreed QA Tool in order to ensure that the process is consistent and data gathered will be shared with the learning and Development Sub Group and the CSE Sub Group.

This QA process considers:-

• Course arrangements

• Course content

• Course delivery

• Key messages/standards

• Evaluation processes

• Trainer delivery

The tool has been modified to include the following messages in order to allow the course to be measured against them:

Prevalence regarding gender

Perpetrator Profiles

Common risk factors

Young person’s perception of choice and consent

Criminality aspects

Local referral pathway

It is imperative and appropriate that commonly held perceptions regarding child sexual exploitation are challenged in a safe training environment.

**Evaluation and Evidence**

The KSCB will undertake evaluation of all courses delivered within the multi-agency training programme and a full scale evaluation of the 1 Day Multi-Agency CSE Training Course will be undertaken. This will involve 100% of practitioners undertaking a pre and post course self-evaluation on the day they attend the course in order to capture whether they have gained more knowledge and confidence in this area and also to capture whether the practitioner feels that the training will make a difference to their practice. The information and data gathered during this initial process will allow the KSCB Training Officer to report on the immediate impact the training has made. The next step of the process is to undertake a more in depth evaluation with 25% of the practitioners, supported by their line manager, at least three months after the course has taken place. Qualitative data will be gathered by meeting with practitioners and capturing their journey through the use of case studies and tools used to identify how the implementation of the learning has influenced their practice and contributed to improved outcomes for children and their families.

An Impact and Evaluation Report will be submitted to the CSE Sub Group and Main Board detailing the findings and evidence gathered. It will include themes identified from all evaluations, analysis of the practitioners self-evaluations and quantitative data such as referral rates, numbers of CSE 1 and 2 forms completed and whether we have seen an increase in intelligence shared.

This evaluation process will be revisited on an annual basis to ensure we can measure the improvement journey and progress made against the priority areas identified by the board.

**Appendix**

**1. Training Plan**

| **Course Title** | **Course Description/Objectives** | **Target Group** | **Level**  **(see appendix for level indicators)** | **Frequency** |
| --- | --- | --- | --- | --- |
| **Safeguarding Children from Abuse by Sexual Exploitation**  (Online Course) | This course raises awareness of the legislation and guidance that applies to vulnerable groups and how these policies can be applied in practice. The course explains risk assessments and vulnerability factors and outlines the roles of various agencies such as the police and social care so you know what your responsibility is. | Practitioners who are unable to access face to face training.  Can be used as part of the induction process. | Induction Course  Level 1-4 | Unlimited access |
| **The Trauma caused by Exploitation - Barnardos**  (60 Minute Briefing) | Applying Neuroscience when Working with children and young people who are being, or are at risk of being, sexually exploited.  Objectives:  To look at how a healthy brain develops.  To look at how brain development is affected by childhood trauma.  To look at how, even with individuals who have a fairly stable childhood, the onset of adolescence creates new vulnerabilities to CSE.  To make sense of the behaviours that we see in young people and why they may indicate distress caused by sexual exploitation.  To consider how young people can become trapped in exploitative relationships. | Any practitioners who wish to update their knowledge and skills in this particular area. | Level 1-6 | When requested |
| **Catch 22 Child Sexual Exploitation and Missing Briefing**  (2 hour briefings including twilight sessions) | **Objectives:**  What is CSE and what is the difference between abuse and exploitation  Signs and indicators and various forms of CSE  Responding to disclosures  The Grooming process  Managing Risk  Absent/Missing from home/Care protocol  Professionals will be able to recognise their duty to report the child protection process including multi-agency responsibilities  Knowledge of up to date legislation associated with CSE and the L.A safeguarding protocol | Initially target at the following cohorts identified as requiring training:  Dentists, Hoteliers, Taxi Drivers, Leisure, School staff, Ranger and Library staff  Wider Workforce | Levels  1-6 | 8 sessions |
| **KSCB Multi Agency CSE Training -**  **MASH**  **Shield Team**  **Barnardos**  **RASASC**  **KSCB**  (One day)  (Full scale evaluation will take place: see Implementation Plan for more details) | To increase participants awareness of Child Sexual Exploitation enabling them to identify vulnerabilities, risk factors and appropriate pathways for referral.  **Objectives**  Have an understanding of the definition of Child Sexual Exploitation  Recognise typical indicators and models of sexual exploitation in children and young people  Recognise the Grooming Process  Identify the vulnerabilities that lead to Child Sexual Exploitation  Identify reporting and referral pathways  Be clear on how, when and why to share information and intelligence  Discuss ways in which to communicate and engage with vulnerable young people | Frontline Practitioners and those with specific responsibilities within the child protection process | Level 3/4 | 4 x per year: |
| **Shield Team CSE Briefings** | Who is the Shield Team?  What is CSE?  How does it happen?  Warning Signs  Vulnerabilities  What to do next?  Local referral pathway | Any professionals | Level 1-6 | When requested |
| **PACE (Parents Against CSE) CSE Train the Trainer**  (One day)  (Initial investment from the PCC for Knowsley Community Briefings for Parents) | This one day training course is aimed at trainers or practitioners, who can deliver awareness sessions for parents and carers on CSE in school and the community settings. It includes a toolkit with a presentation developed by PACE and all the resources needed to deliver the briefings. | CSE Team, Community leads, health professionals particularly Sexual Health and School Nurses, Police Schools Officers, Community Safety Officers, Social Care, Stronger Families and Knowsley Youth Mutual. | Level 3/4 | (Commissioned training) |
| **Knowsley Community Briefings for Parents**  **PACE Trainers** | What is CSE?  How does it happen?  Warning Signs  Vulnerabilities  What to do next?  Online | Community groups  Neighbourhood teams  Stronger Families  School Nurses | NA | When requested |
| **PACE Advanced Practitioner**  (One day) | A one day course that explores tools and techniques to effectively engage and support parents affected by CSE. | CSE Team, Community leads, health professionals particularly Sexual Health and School Nurses, Police Schools Officers, Community Safety Officers, Social Care, Stronger Families and Knowsley Youth Mutual. | Level 3/4 | (Commissioned training) |
| **Brook/So to Speak Communicating with Young People about CSE**  (One day) | To raise awareness of CSE  Understand the models of CSE and why young people find it hard to get out of these situations/relationships  Provide a current context, indicators, spotting the signs of at risk young people  Learn how to understand why young people will be in an exploitative relationship  Provide practitioners with tools for working with young people who are at risk of CSE, using techniques such as motivational interviewing, brief intervention and informal education. | CSE Team, Community leads, health professionals particularly Sexual Health and School Nurses, Police Schools Officers, Community Safety Officers, Social Care, Stronger Families, Residential Care and Knowsley Youth Mutual. | Level 3/4 | (Commissioned training) |
| **Real Love Rocks - Barnardos** | The Real Love Rocks resource come full of facilitator’s guidance, advice and lessons plans supporting staff to run the programme with the children and young people you work with. | School Nurses | na | (Commissioned Training) |
| **CSE Sub Group Development Day**  **(One day)** | Development day for sub group members to review the action plan and to identify gaps and actions for future planning regarding CSE. | CSE Sub Group Members | Level 5/6 | Annual |

1. **Level Descriptors**

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| --- | --- | --- |
| **Course Level** | **Target group (from all organisations)** | **Description of examples of target group** |
| **One (single agency)** | Staff in infrequent contact with children, young people and/or parents/carers who may become aware of possible abuse or neglect. | Librarians, administrators/receptionists, community advice centre staff, recreation assistants, and environmental health officers. |
| **Two (single agency)** | Those in regular contact or have a period of intense but irregular contact, with children, young people and/or parents/carers including all health clinical staff, who may be in a position to identify concerns about maltreatment, including those that may arise from the use of CAF/EHA. | For example, housing, hospital staff, YOT staff and staff in secure settings, the police other than those in specialist child protection roles, sports development officers, disability specialists, faith groups, community youth groups, play scheme volunteers, welfare assistants, school crossing patrol |
| **Three** | Members of the workforce who work predominantly with children, young people and/or their parents/carers and who could potentially contribute to assessing, planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns | Paediatricians, GPs, youth workers, those working in the early years sector, residential staff, midwives, school nurses, health visitors, sexual health staff, teachers, probation staff, sports club welfare officers, those working with adults in, for example, learning disability, mental health, alcohol and drug misuse services, those working in community play schemes. |
| **Four** | Members of the workforce who have particular responsibilities in relation to undertaking section 47 enquiries. | Professionals from health, education, police and children’s social care; those who work with complex cases and social work staff responsible for co-ordinating assessments of children in need, practitioner-trainers, DSPs in schools, safeguarding leads |
| **Five** | Professional advisors, named and designated lead professionals, operational managers at all levels | Designated doctors, nurses, practice supervisors and line managers |
| **Six** | Managers responsible for the strategic management of services | NHS board members. Executive leads,  Members of the KSCB including and sub groups, KSCB business support team |