



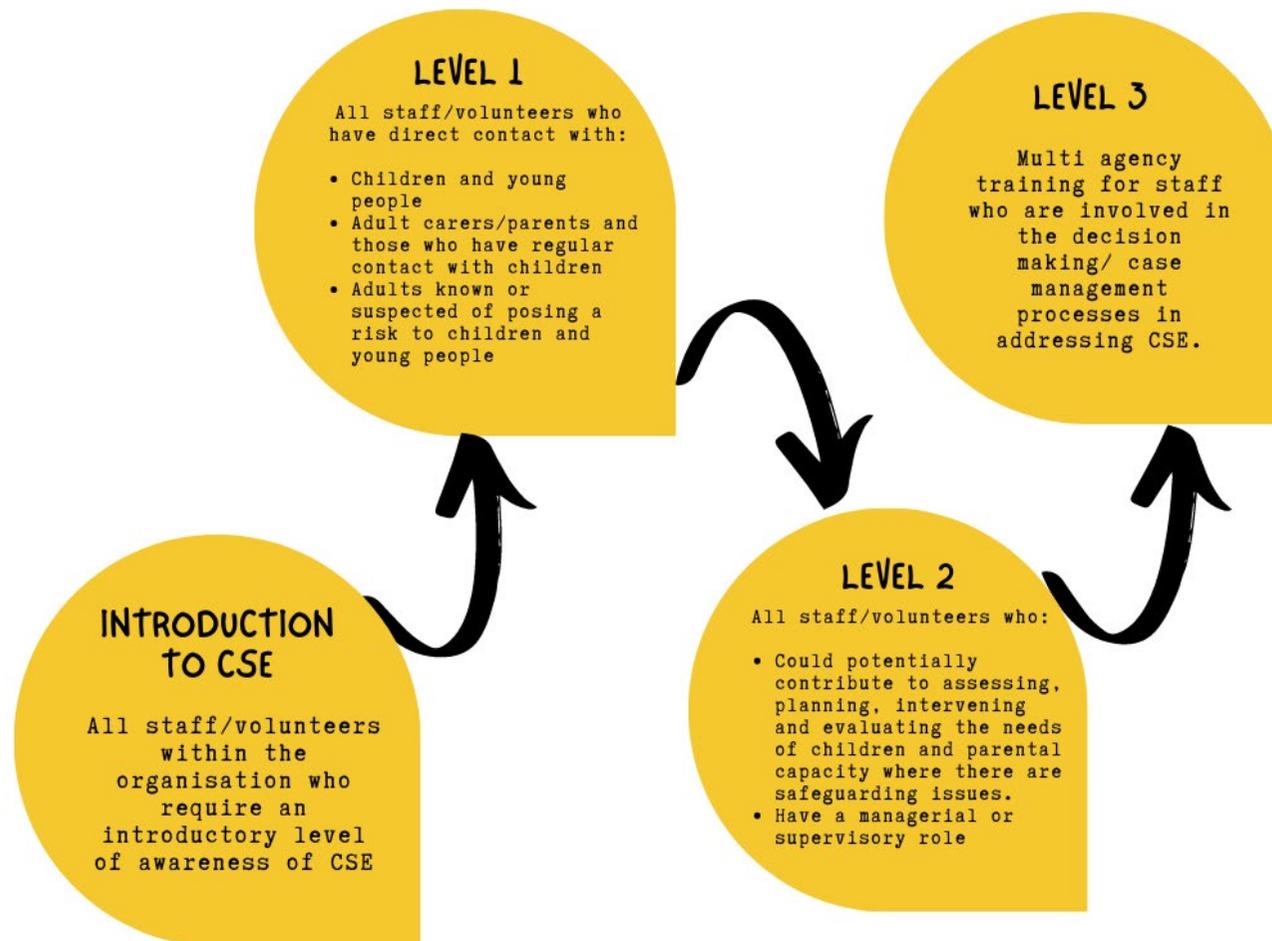
**CSE Awareness
&
Training Framework**

**(Developed using the SBNI Learning and Development Strategy and Framework
2020-2023)**

Aim of the Training

To contribute to the improvement of safeguarding children and young people in Northern Ireland by setting out the key minimum learning outcomes to equip staff and volunteers with the skills, knowledge and competence to promote the safety and well-being of children and young people at risk of CSE, within the remit of their roles and responsibilities.

The training framework for CSE consists of 4 levels.



At each level, the framework identifies:

- Safeguarding knowledge and skills
- Key learning outcomes
- Target audience
- Potential development opportunities
- Organisational responsibility for implementation

Introduction to CSE				
Knowledge and skills	Learning Outcomes	Target Audience	Development Requirements	Organisational Responsibility
<p>Basic Knowledge of:</p> <ul style="list-style-type: none"> • What is CSE? • Signs and indicators of CSE. • What to look out for? • Reporting procedures/processes • Record keeping • Importance of early intervention. 	<p>Ability to:</p> <ul style="list-style-type: none"> • Understand what is CSE? • Recognise and respond appropriately to CSE using agreed policy and procedures. • Understand own role and the role of others within their organisation using their safeguarding policies and procedures. 	<p>All staff or volunteers in the organisation who require CSE training as part of induction training.</p>	<p>Minimum of access to training and learning and development activity every three years which enables them to develop their skills.</p>	<p>This will be determined by the individual agencies and can take the form of any of the following:</p> <ul style="list-style-type: none"> • A leaflet as part of induction or other refresher training requirements. • An E-Learning programme • A podcast • Corporate or departmental safeguarding induction programmes which include CSE. • Face to face awareness sessions. • Updating through information sharing.

Level 1

All Staff/Volunteers who have direct contact with:

- Children and young people
- adult carers/parents and those who have regular contact with children
- adults known or suspected of posing a risk to children and young people.

Knowledge and skills	Learning Outcomes	Target Audience	Development Requirements	Organisational Responsibility
<ul style="list-style-type: none"> • What is CSE? • Warning signs, risks and indicators of CSE. • Effects of CSE. • Types/models of exploitation including online exploitation. • Grooming • Reporting procedures/processes • Importance of early intervention. • Consent • Vulnerabilities • Key messages from young people. • Importance of children going missing. • Key legislation, policy and agency responses 	<ul style="list-style-type: none"> • Understand what is CSE? • Understand CSE in NI context. • Understand the links between abuse, behaviour and vulnerability. • Recognise and respond appropriately to CSE within the Child Protection procedures for NI. • Understand own role and the role of others within organisation using the safeguarding policies and procedures of the organisation. • Understand the importance of language/labels • Self-care 	<ul style="list-style-type: none"> • All staff or volunteers in the organisation who have direct contact (as listed above). 	<ul style="list-style-type: none"> • Minimum of access to training and learning and development activity every three years which enables practitioners to develop their skills at Level One. • Minimum 3 hours face to face or online formal refresher training every three years as a stand-alone event. 	<ul style="list-style-type: none"> • This will be determined by the individual agencies and can take the form of any of the following • Refresher training requirements • An E-Learning programme • 3-hour face to face or online programmes. • Face to face awareness sessions. • Updating through information sharing.

Level 2				
All staff/Volunteers who:				
<ul style="list-style-type: none"> • Could potentially contribute to assessing, planning, intervening and evaluating the needs of children and parental capacity where there are CSE issues. • Have a managerial or supervisory role. 				
This covers key elements of CSE and recaps and builds on Level 1 Training				
Knowledge and skills	Learning Outcomes	Target Audience	Development Requirements	Organisational Responsibility
<ul style="list-style-type: none"> • Further enhanced Knowledge and understanding of CSE in NI including stats • Warning signs and indicators of CSE • Impact of trauma and the brain. • Reporting procedures • Knowledge of relevant procedures and legislation that underpin the work. • Knowledge of appropriate interventions. • Signposting to appropriate agencies and services. • Importance of young people going missing. • Effects of CSE 	<ul style="list-style-type: none"> • The main outcome is to develop a deeper knowledge and improve skills in relation to CSE of children and young people. • Recognising the warning signs and risk factors associated with CSE. • Conversant with risk assessment models. • Understand trauma and the brain. • Contribute to assessment and management of risk • Assist in safeguarding and promoting the welfare of children and young people who are at risk of CSE. 	<ul style="list-style-type: none"> • All staff and volunteers who could potentially contribute to assessing, planning, intervening and evaluating the needs of children or young people: <ul style="list-style-type: none"> ○ Staff who work with Adults, carers/parents and those who have regular contact with children ○ Staff who work with adults known or suspected of posing a risk to children or young people. 	<ul style="list-style-type: none"> • Minimum 5 hours (Equivalent to 1 day) face to face or online formal training every three years as a stand-alone event. 	<ul style="list-style-type: none"> • This will be determined by the individual agencies. Additional learning and development activity outside the 5 hour (equivalent to 1 day) formal requirement may include the following: <ul style="list-style-type: none"> • Face to face/direct input or training • Online training E-Learning modules/programmes • Relevant Safeguarding conferences • Other relevant child protection events • Accessing relevant articles, webinars, websites, and apps.

<ul style="list-style-type: none"> • Facilitating disclosure. • Why young people do not tell- barriers to disclosure. • The legal context and CSE. • Models of exploitation. • Vulnerability to CSE. • Online exploitation • The grooming process. • Importance of self-care and vicarious trauma. • Knowledge of the key messages from young people. • Skills and resources to engage young people in CSE work. 	<ul style="list-style-type: none"> • Be able to identify children and young people at risk of CSE. • Awareness of barriers to identifying CSE within boys and young men and how to overcome them. • Be able to identify the use of technology and social media. • How to signpost to appropriate agencies/services. • Understand the importance of language/labels. • Understand the legislation of sexual offences. • Explore methods of effective intervention with young people. 			
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Level 3				
Multi agency training for staff who are involved in the decision making/ case management processes in addressing CSE.				
Knowledge and skills	Learning Outcomes	Target Audience	Development Requirements	Organisational Responsibility
<ul style="list-style-type: none"> • From each agency's perspective provide: <ul style="list-style-type: none"> ○ Education of what is CSE ○ How to assess the risks ○ Management of the victims/ perpetrators of CSE ○ Knowledge of sexual offences and capabilities and limitations of each agency's roles. ○ Knowledge of Online Child Sexual Exploitation ○ Impact of CSE. ○ Impact of trauma on the brain. ○ Knowledge of the NI 	<ul style="list-style-type: none"> • Knowledge of sexual offences and capabilities and limitations of each agency's roles and responsibilities. • Powers to aid prevention, detection and disruption. • Understand respective role and the role of others within the multi-disciplinary and multi- agency context. • How do organisations communicate with each other in the decision making/ case management processes in addressing CSE? 	<ul style="list-style-type: none"> • Staff/volunteers with specialist safeguarding roles and responsibilities including leaders and policy makers. 	<ul style="list-style-type: none"> • Multi agency training 	<ul style="list-style-type: none"> • This will be determined by the individual agencies and may include <ul style="list-style-type: none"> ○ Multi agency CPD training days

<p>Framework of Integrated</p> <ul style="list-style-type: none">○ Therapeutic Care.○ Messages from young people re what works and practice ideas for professionals.○ Knowledge of the night time economy.				
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