



# Solihull All Age Exploitation Reduction Capability Framework (2020)



## **Introduction**

The exploitation of children and adults presents a significant challenge. Staff and volunteers in a variety of organisations require an understanding of the key themes of exploitation and the frameworks in place to manage concerns. Workers, regardless of whether their primary client group is children or adults, must have an awareness that exploitation is a 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 exploitation.

## **What is the Exploitation Capability Framework?**

The capability framework is intended to help organisations to assess the training, learning and development needs of their staff. It is anticipated that organisations will use the framework as guidance to:

- Clarify the capability required of particular staff groups depending on the type of contact they have with victims of exploitation and /or perpetrators.
- Enable the relevant staff to access training and development opportunities, including coaching, reflective supervision and support to ensure they remain up to date in their required tier of need.

This capability framework identifies core capabilities for four key groups of learners. All staff members and volunteers should be assessed as capable against the skills, knowledge and understanding that are relevant to their occupational role and responsibility. Each tier sets out the type of professional roles that the core capabilities are appropriate to, this list is not exhaustive and is designed as a guide. Whatever their role, all staff should know when and how to report any concern about the exploitation of a child or adult. Capability involves being able to demonstrate the ability to be critically reflective and self-aware in order to analyse, review and evaluate skills, knowledge and professional practice, exploring alternative approaches and being open to change.

Learning and development will be achieved through a blended learning approach which could include, but is not limited to; classroom/course or conference attendance, social media such as podcasts and webinars etc., periodic or other evidence based reading, reflective practice.

## **The West Midlands regional definition of exploitation is:**

An individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child, young person or adult and exploits them:

- a) through violence or the threat of violence, and/or
- b) for financial or other advantage of the perpetrator or facilitator and/or
- c) in exchange for something the victim needs or wants.

The victim may have been exploited even if the activity appears consensual due to his /her specific situation. Exploitation does not always involve physical contact, it can also occur through the use of technology, e.g. as the result of a grooming process which takes place during conversations in chat rooms, or through the use of social media.

Solihull recognises that exploitation is deliberate maltreatment and manipulation irrespective of their age, gender, ethnicity, background or ability and sexuality and comes in many forms, including:

- modern slavery
- human trafficking
- sexual exploitation
- criminal exploitation.

Exploitation can also be a strong feature of the following, but these are out of scope for this Strategy, as they are not primarily based on exploitative relationships and already have embedded processes in place:

- radicalisation and extremism
- domestic violence and abuse (forced marriages, honour based violence and FGM)
- rogue trader, bogus callers and scammers
- abuse of positions of trust
- hate crime

The following diagram separates out the different forms of exploitation into three Tiers:

- ✓ Tier 1 is the focus of Solihull's Exploitation Strategy, to be delivered by the Exploitation Reduction Board and the Exploitation Delivery Group.
- ✓ At Tier 2 there are specific established processes and pathways already in place, such as MARAC, Channel, etc., and
- ✓ Tier 3 risks are primarily managed through established statutory safeguarding procedures.



## Tier 1

### The individual has contact with the general public

**Applicable Roles:** Those for whom their role brings them into contact with the general public in a position to identify potential perpetrators and/or victims of exploitation.

**Example of Roles:** Housing staff, taxi drivers, hotel/B&Bs staff, licensed premises etc.

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

## Tier 2

### The practitioner will contribute to case work

**Applicable Roles:** Those working or volunteering with children or adults who may be in a position to identify potential perpetrators and/or victims of exploitation.

**Example of Roles:** Support workers, housing staff, teachers, college staff, GPs, nurses, paramedics, healthcare staff, advocates, volunteers, social care facilitators etc.

	<b>Knowledge, Skills and Understanding</b>	<b>Suggested Evidence</b>
1	Understand what exploitation of children and adults is, recognise when a child or adult is at risk of exploitation and take action.	<ul style="list-style-type: none"><li>• Show clear understanding of their role in identifying and reporting concerns regarding exploitation</li><li>• Show clear understanding of factors that can make children and adults more vulnerable to exploitation</li><li>• Recognise immediate safety as first priority around any concern</li><li>• Show understanding of their organisations safeguarding policy and procedures</li><li>• Show understanding of the duty to protect both children and adults</li><li>• Understand procedures for sharing intelligence</li></ul>
2	Understand the procedures for raising a safeguarding concern	<ul style="list-style-type: none"><li>• Clear understanding of internal organisational and local multi-agency procedure for raising safeguarding concerns</li><li>• Knowledge of when to seek advice and support</li></ul>
3	Have knowledge of the policy (own agency), procedures (own agency and those used by the SSAB & LSCP) and legislation that supports safeguarding activity in relation to exploitation	<ul style="list-style-type: none"><li>• Understand the definition of child and adult</li><li>• Understand the limits of capacity and confidentiality.</li></ul>

## Tier 3

### The professional will lead case work

**Applicable Roles:** Those working or volunteering in positions where exploitation is more likely to be identified and who could potentially have a responsibility for providing on-going support to victims of exploitation.

**Example of Roles:** Social Worker, GPs, Nurses, Community Psychiatric Nurses (CPNs), staff working in drug and alcohol services, safeguarding leads, officers working in the police Public Protection Unit (PPU), Specialist Domestic Abuse (DA) or specialist Sexual Violence Services (SARC), Children in Care Services, staff working in Childrens homes etc.

	<b>Knowledge, Skills and Understanding</b>	<b>Suggested Evidence</b>
1	Demonstrates high level of skills and knowledge to lead/contribute to the assessment of risks in relation to exploitation cases effectively using the safeguarding process	<ul style="list-style-type: none"><li>• Work to local and national guidance in safeguarding</li><li>• Respond to alerts/referrals in a timely manner</li><li>• Identify and reduce potential and actual risk after disclosure or an allegation has been made</li><li>• Attend and contribute to investigations/meetings and information sharing</li><li>• Develop proactive strategies for those that services cannot engage</li></ul>
2	Awareness and application of a range of local procedural frameworks and national policy and legislation when safeguarding children and adults at risk of exploitation	<ul style="list-style-type: none"><li>• Show critical understanding of the levels, thresholds or pathways of investigating in response to a 'safeguarding referral' and requirements of gathering initial information.</li><li>• Describe the purpose of a multi-agency child exploitation meeting (MACE)/ safeguarding case conference and how to contribute to this and any subsequent protection plan.</li><li>• Clear understanding of legal roles and responsibilities around safeguarding, including procedure for sharing intelligence.</li><li>• Understand the different models/approaches such as contextual safeguarding and strength based approaches and the impact that external influences can have on relationships within the family environment.</li><li>• General awareness of National Referral Mechanism</li><li>• Know who are first responders for the National Referral Mechanism and if you are a first responder know and understand your statutory responsibility to report trafficking and modern slavery.</li></ul>
3	Ensure children and adults are supported appropriately to understand risks around exploitation and maximise their decision making	<ul style="list-style-type: none"><li>• Be able to recognise that trauma is common and realise that these experiences may have a wide range of impacts- resist re-traumatisation by ensuring that services are delivered safely and in line with the key principles of: choice,</li></ul>

		<p>collaboration, trust, empowerment and safety.</p> <ul style="list-style-type: none"> <li>• Work with victims of exploitation to ensure they are fully aware of options available to them</li> <li>• Show understanding of how abuse and coercion can effect decision making capacity</li> <li>• Understanding of local and national groups who may be able to provide support</li> <li>• Provide written and verbal information on safeguarding procedures, including sharing intelligence.</li> <li>• Recognise that safe, effective, empowering relationships are key to enhancing resilience and recovery for those affected by exploitation and develop a plan that engages support of others to achieve this</li> </ul>
4	<p>Understand how best evidence is achieved (many people may not realise they are being exploited and may not initially wish to engage in any legal processes, however this may change at any time, so professionals should be aware of how evidence can be gained and stored for a time when they may wish to use it)</p>	<p>As appropriate to role:</p> <ul style="list-style-type: none"> <li>• Show a comprehensive understanding and detailed knowledge of gathering and preserving evidence</li> <li>• Describe why it is important to preserve evidence</li> <li>• Understanding of the support available to complainants during the criminal justice process</li> </ul>
5	<p>Demonstrate the required level of skills and knowledge to assess risks in relation to complex cases of exploitation</p>	<ul style="list-style-type: none"> <li>• Have an in depth knowledge of factors that increase the risk of exploitation</li> <li>• Be able to assess and recognise the abilities of carers and partners to be safeguarding partners where exploitation is taking place in contexts beyond the family environment</li> <li>• Have knowledge of resilience factors and how these might interact with safeguarding</li> </ul>
6	<p>Actively engage in multi-agency framework to develop robust and, where necessary, innovative safeguarding plans</p>	<ul style="list-style-type: none"> <li>• Know what disruption techniques/legal remedies are available to safeguard children and adults at risk of exploitation</li> <li>• Awareness of how to implement the making safeguarding personal approach.</li> </ul>



## Tier 4:

### The professional is a specialist or manager with responsible for supporting and supervising staff

**Applicable Roles:** Those who have a responsibility for advising, supporting and supervising staff who provide on-going support to victims of sexual exploitation and/or workers supporting victims

**Example of Roles:** Management and Strategic roles.

	<b>Knowledge, Skills and Understanding</b>	<b>Suggested Evidence</b>
1	Demonstrates high level of skills and knowledge to lead MACE/ Safeguarding meetings or complex abuse meetings in relation to cases of exploitation	<ul style="list-style-type: none"><li>• Can ensure there is an effective multi-agency response to the needs of the whole family including specialist support requirements for those who may face additional barriers to accessing services</li><li>• Understands the importance of continually monitoring and managing risk and vulnerabilities</li><li>• Recognises high risk and escalation of risk and responds appropriately</li><li>• Uses professional curiosity and is able to challenge others in a professional manner</li><li>• Recognises the impact of abuse on the wider community and services</li><li>• Provides reflective support to those who carry out in depth and on-going evidenced based assessments</li></ul>
2	In depth knowledge of national standards and strategies, policy, legislation both civil and criminal	<ul style="list-style-type: none"><li>• Is able to support others to identify exploitation through training support and supervision</li><li>• Demonstrates capability in leading on enquiries in response to concerns</li><li>• Demonstrates understanding of when a multi-agency framework is required and is confident to take a lead in coordinating a multi-agency response and resulting actions</li><li>• Able to use legislation effectively and to challenge where responsibilities around safeguarding are not being met</li><li>• Have the knowledge and ability to promote ways of addressing the environmental influences on people's lives (have an understanding of contextual safeguarding and the ability to support contextual assessments)</li></ul>
3	Skilled in responding to and supporting individuals at risk of or experiencing exploitation	<ul style="list-style-type: none"><li>• Has the skills to deal with complex situations that can impact on the effectiveness of interventions if not well managed</li><li>• Understands that experiences of trauma can have profound and lasting impacts and lead to a</li></ul>

		<p>range of consequences, including neurobiological, behavioural and interpersonal. However, the impact of trauma can be mitigated and recovery made possible in the context of safe experiences of supportive relationships.</p> <ul style="list-style-type: none"> <li>• Recognise the impacts of exploitation on relationships within the family environment and promote the assessment and involvement of parents/carers as safeguarding partners where appropriate.</li> <li>• Is able to support a victim through the criminal justice system giving appropriate advice and support</li> <li>• Give effective advice and support and can engage effectively with those accessing services</li> </ul>
4	Skilled in problem solving and resolving conflict	<ul style="list-style-type: none"> <li>• Promoting flexible, multi-agency joint-working</li> <li>• Able to use appropriate challenge when required to raise concerns with colleagues within and across agencies</li> <li>• Able to de-escalate situations involving conflict and to manage complaints with sensitivity and professionalism</li> <li>• Able to recognise when a situation requires escalation in order to reach a resolution</li> <li>• Able to direct resources to meet demand.</li> </ul>

It is recognised that there are also professional and specialist training programmes that are available for use and tailored for relevant organisations, as such this framework could be amended to meet the needs of or used to support single agency training when specialist capabilities are required. This document provides guidance to support multi agency working, either through the delivery of training programmes or through the commissioning of provision and seeks to support consistency of practice across organisations.

*This document has built upon the Domestic Abuse Core Competency Framework (2019) developed by regional PVVP programme DV Leads Group (Preventing Violence against Vulnerable People - Seven Metropolitan Authorities) and the NSAB and NSCB Sexual Exploitation Capability Framework (2015).*