**INTERCOLLEGIATE DOCUMENT**

**This activity has enabled achievement of the following**

**learning outcomes** (tick those that apply)

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| **Level 1** | **Tick those**  **that apply** |
| Knowledge of potential indicators of child maltreatment in its different forms – physical,  emotional and sexual abuse, and neglect, grooming and exploitation to support and/or  commit acts of terrorism (known as radicalisation) |  |
| Awareness of child trafficking, FGM, forced marriage, modern slavery, gang and electronic  media abuse, sexual exploitation, county lines (young people involved in organised crime who  are coerced to traffic drugs or other illegal items around the country) |  |
| To be able to demonstrate an understanding of the risks associated with the internet and  online social networking |  |
| Awareness of the vulnerability of: looked after children, children with disabilities,  unaccompanied children, care leavers and young carers, missing children |  |
| To be able to understand the impact a parent/carers physical and mental health can have on  the wellbeing of a child or young person, including the impact of domestic abuse and violence  and substance misuse |  |
| To be able to understand the importance of children’s rights in the safeguarding/child  protection context |  |
| To know what action to take if you have concerns, including to whom you should report your  concerns and from whom to seek advice |  |
| To be able to understand the basic knowledge of legislation (Children Acts 1989, 2004, and  Children and Social Work Act 2017 and the Sexual Offences Act 2003, and the equivalent Acts  for Scotland, Northern Ireland and Wales) |  |
| **Level 2** |  |
| To demonstrate an understanding of what constitutes child maltreatment and be able to  identify signs of child abuse or neglect |  |
| To be able to act as an effective advocate for the child or young person |  |
| To demonstrate an understanding of the potential impact of a parent’s/carer’s physical and  mental health on the wellbeing of a child or young person in order to be able to identify a  child or young person at risk |  |
| To be able to identify your own professional role, responsibilities, and professional boundaries,  and understand those of your colleagues in a multidisciplinary team and in multi-agency  setting |  |
| To know how and when to refer to social care if you have identified a safeguarding/child  protection concern |  |
| To be able to document safeguarding/child protection concerns in a format that informs the  relevant staff and agencies appropriately |  |
| To know how to maintain appropriate records including being able differentiate between fact  and opinion |  |
| To be able to identify the appropriate and relevant information and how to share it with other  teams |  |
| To be aware of the risk of female genital mutilation (FGM) in certain communities, be willing  to ask about FGM in the course of taking a routine history where appropriate, know who to  contact if a child makes a disclosure of impending or completed mutilation, be aware of the  signs and symptoms and be able to refer appropriately for further care and support, including  the FGM mandatory reporting duties to the police: in accordance with current legislation |  |
| To be aware of the risk factors for grooming and exploitation to support and/or commit acts  of terrorism (known as radicalisation) and know who to contact regarding preventive action  and supporting those vulnerable young persons who may be at risk of, or are being drawn  into, terrorist related activity |  |
| To be able to identify and refer a child suspected of being a victim of trafficking and/or sexual  exploitation |  |

**SAFEGUARDING CHILDREN AND YOUNG PEOPLE: ROLES AND COMPETENCIES FOR HEALTHCARE STAFF**

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| **Level 3** | **Tick those**  **that apply** |
| CORE |  |
| To be able to identify, drawing on professional and clinical expertise, possible signs of sexual,  physical, or emotional abuse or neglect including domestic abuse, sexual exploitation,  grooming and exploitation to support and/or commit acts of terrorism (known as  radicalisation), FGM, modern slavery, gang and electronic media abuse using child and  family-focused approach |  |
| To understand what constitutes child maltreatment including the effects of carer/parental  behaviour on children and young people |  |
| To have an awareness or knowledge of, dependent on role, forensic procedures in child  maltreatment, with specific requirements and depth of knowledge relating to role (eg, where  role involves includes forensics teams/working alongside forensics teams) |  |
| To know how to undertake, where appropriate, a risk and harm assessment |  |
| To know how to communicate effectively with children and young people, and to know  how to ensure that they have the opportunity to participate in decisions affecting them as  appropriate to their age and ability |  |
| To know how to contribute to, and make considered judgements about how to act to  safeguard/protect a child or young person, including escalation as part of this process |  |
| To know how to contribute to/formulate and communicate effective management plans for  children and young people who have been maltreated within a multidisciplinary approach and  related to role |  |
| To be able to demonstrate an understanding of the issues surrounding misdiagnosis in  safeguarding/child protection |  |
| To know how to ensure the processes and legal requirements for looked after children,  including after-care, are appropriately undertaken, where relevant to role |  |
| To know how to appropriately contribute to inter-agency assessments by gathering and  sharing information, documenting concerns appropriately for safeguarding/child protection  and legal purposes, seeking professional guidance in report writing where required |  |
| To know how to assess training requirements and contribute to departmental updates  where relevant to role. This can be undertaken in various ways, such as through audit, case  discussion, peer review, and supervision and as a component of refresher training) |  |
| To know how to deliver and receive supervision within effective models of supervision and /or  peer review as appropriate to role, and be able to recognise the potential personal impact of  safeguarding/child protection work on professionals |  |
| To be able to identify risk to the unborn child in the antenatal period as appropriate to role |  |
| To know how to apply the lessons learnt from audit and serious case reviews/case  management reviews/significant case reviews to improve practice |  |
| To know, as per role, how to advise others on appropriate information sharing |  |
| To know how to (where relevant to role) appropriately contribute to serious case reviews  (in Wales Child Practice Reviews)/Domestic Homicide Reviews which include children/case  management reviews/significant case reviews, and child death review processes, and seeks  appropriate advice and guidance for this role |  |
| To know how to obtain support and help in situations where there are problems requiring  further expertise and experience |  |
| To know how to participate in and chair peer review and multidisciplinary meetings as  required |  |
| ADDITIONAL LEARNING OUTCOMES TO BE ADDED BY INDIVIDUAL AS STATED IN LEVEL 3 |  |
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