**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/orcommit acts of terrorism (known as radicalisation) |  |
| Awareness of child trafficking, FGM, forced marriage, modern slavery, gang and electronicmedia abuse, sexual exploitation, county lines (young people involved in organised crime whoare 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 andonline 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 onthe wellbeing of a child or young person, including the impact of domestic abuse and violenceand substance misuse |  |
| To be able to understand the importance of children’s rights in the safeguarding/childprotection context |  |
| To know what action to take if you have concerns, including to whom you should report yourconcerns and from whom to seek advice |  |
| To be able to understand the basic knowledge of legislation (Children Acts 1989, 2004, andChildren and Social Work Act 2017 and the Sexual Offences Act 2003, and the equivalent Actsfor Scotland, Northern Ireland and Wales) |  |
| **Level 2** |  |
| To demonstrate an understanding of what constitutes child maltreatment and be able toidentify 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 andmental health on the wellbeing of a child or young person in order to be able to identify achild 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-agencysetting |  |
| To know how and when to refer to social care if you have identified a safeguarding/childprotection concern |  |
| To be able to document safeguarding/child protection concerns in a format that informs therelevant staff and agencies appropriately |  |
| To know how to maintain appropriate records including being able differentiate between factand opinion |  |
| To be able to identify the appropriate and relevant information and how to share it with otherteams |  |
| To be aware of the risk of female genital mutilation (FGM) in certain communities, be willingto ask about FGM in the course of taking a routine history where appropriate, know who tocontact if a child makes a disclosure of impending or completed mutilation, be aware of thesigns and symptoms and be able to refer appropriately for further care and support, includingthe 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 actsof terrorism (known as radicalisation) and know who to contact regarding preventive actionand supporting those vulnerable young persons who may be at risk of, or are being drawninto, terrorist related activity |  |
| To be able to identify and refer a child suspected of being a victim of trafficking and/or sexualexploitation |  |

**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 asradicalisation), FGM, modern slavery, gang and electronic media abuse using child andfamily-focused approach |  |
| To understand what constitutes child maltreatment including the effects of carer/parentalbehaviour on children and young people |  |
| To have an awareness or knowledge of, dependent on role, forensic procedures in childmaltreatment, with specific requirements and depth of knowledge relating to role (eg, whererole 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 knowhow to ensure that they have the opportunity to participate in decisions affecting them asappropriate to their age and ability |  |
| To know how to contribute to, and make considered judgements about how to act tosafeguard/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 forchildren and young people who have been maltreated within a multidisciplinary approach andrelated to role |  |
| To be able to demonstrate an understanding of the issues surrounding misdiagnosis insafeguarding/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 andsharing information, documenting concerns appropriately for safeguarding/child protectionand legal purposes, seeking professional guidance in report writing where required |  |
| To know how to assess training requirements and contribute to departmental updateswhere relevant to role. This can be undertaken in various ways, such as through audit, casediscussion, 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 /orpeer review as appropriate to role, and be able to recognise the potential personal impact ofsafeguarding/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/casemanagement 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/casemanagement reviews/significant case reviews, and child death review processes, and seeksappropriate advice and guidance for this role |  |
| To know how to obtain support and help in situations where there are problems requiringfurther expertise and experience |  |
| To know how to participate in and chair peer review and multidisciplinary meetings asrequired |  |
| ADDITIONAL LEARNING OUTCOMES TO BE ADDED BY INDIVIDUAL AS STATED IN LEVEL 3 |  |
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