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**Newcastle Exploitation Training Competency Framework**

**June 2024**

**Introduction**

Exploitation is a complex form of abuse and neglect. It causes serious and long-lasting harm to victims and impacts on the wider community. It is present in every aspect of our work and personal lives. It is therefore imperative that a wide range of stakeholders (whether professionals, the public or those at risk of harm) understand what exploitation is, how it can be identified and responded to.

This framework aims to establish clear competencies for different learner groups. These competencies set out the knowledge, skills and values required by those who may meet victims and survivors of exploitation. The priority of this framework is to improve the response to those who have been exploited.

A further aim of the framework is to ensure that consistent messages are being given via training and education about exploitation. It is hoped that organisations will align any education or training to the competencies outlined in this framework.

The framework acknowledges that victims and survivors of exploitation can be children and adults and whether people primarily have contact with children or adults, there should still be an awareness that exploitation is a form of abuse that affects people across the life course and that there are services and support in place for anyone who may be at risk.

This framework replaces the previous NSAB and NSCP Sexual Exploitation Capability Framework and has been informed by the [Training Framework: Identification, Care and Support of Victims and Survivors of Modern Slavery and Human Trafficking](https://www.antislaverycommissioner.co.uk/media/1468/training-framework-identification-care-and-support-of-victims-and-survivors-of-modern-slavery-and-human-trafficking.pdf).

It has been developed in line with key legislation, including: The Modern Slavery Act 2015, The Care Act 2014 and the Children Act 1989, The Children Act 2004 and Children and Social Work Act 2017. Identifying and responding to exploitation, modern slavery and human trafficking is a statutory duty for many different roles.

**Terminology**

We have chosen to use “exploitation” as the umbrella term which encompasses a range of different forms of abuse, neglect and criminal offences under modern slavery and human trafficking. We understand that there are lots of different terminology used in this context, however we felt that the term exploitation was more widely understood by practitioners and others.

**Exploitation** is when a child or adult is controlled by an abuser for the abusers own advantage; the abuser might use coercion, intimidation, violence (including sexual violence) and weapons to do so.

The Government has produced a [Typology of Modern Slavery Offences](https://www.gov.uk/government/publications/a-typology-of-modern-slavery-offences-in-the-uk) which outlines the different forms of exploitation that are prevalent in the UK. There are 17 types of modern slavery offences which can be broken down into four main categories[[1]](#footnote-2):

* **Labour exploitation**
* victims exploited for multiple purposes in isolated environments.
* victims work for offenders.
* victims work for someone other than offenders.
* **Domestic servitude**
* exploited by partner.
* exploited by relatives.
* exploiters not related to victims.
* **Sexual exploitation**
* child sexual exploitation – group exploitation.
* child sexual exploitation – single exploiter.
* forced sex work in fixed location.
* forced sex work in changing location.
* trafficking for personal gratification.
* **Criminal exploitation**
* forced gang-related criminality.
* forced labour in illegal activities.
* forced acquisitive crime.
* forced begging.
* trafficking for forced sham marriage.
* financial fraud.

Some forms of exploitation span multiple types in the typology and often don’t sit neatly into one category or the other. Therefore, whilst it is useful to understand the various forms that exploitation might take, there may be no clear distinction between exploitation types.

The UK Government has [modern slavery training resources page](https://www.gov.uk/government/publications/modern-slavery-training-resource-page/modern-slavery-training-resource-page) which is updated with key information for a range of different agencies on this topic.

**Human trafficking**

Human trafficking is the process of recruiting and transporting people through deception or coercion for the purpose of exploitation. It is a common misconception for people to think trafficking only happens across international borders when in fact, people can be moved between streets, within a town, between regions or between countries. According to Palermo Protocol, human trafficking involves three elements: the **act** (recruitment, transport, transfer, harbouring and the receipt of persons), the **means** (threat or use of force, coercion, abduction, fraud, deception and abuse of power or vulnerability), and the **purpose** (exploitation). All 3 components must be present for an adult to be considered trafficked. However, as regards children, the ‘means’ component is not required as they are not able to give consent.

**Victim/survivor**

Both terms are used in this document to refer to the different ways individuals may reference their own experiences. The competency framework does not define when or where to use victim or survivor; the NSAB and NSCP recommend that care is given over the use of these terms as people with lived experience may have a preferred terminology. If the organisation or trainer is able, a consultation with those with lived experience would help guide the use of terminology within the context of the training.

**National Referral Mechanism (NRM)**

The NRM is a framework for identifying and referring potential victims of modern slavery and ensuring they receive the appropriate support. It is designed to enable agencies including the police, UK Border Agency, local authorities, and non-governmental organisations - to co-operate, to share information about potential child and adult modern slavery victims and facilitate their access to advice, accommodation and support.

**Underpinning values**

The competencies within this framework should be underpinned by the following values:

* Multi-agency working to improve the protection, safety, health and wellbeing of those at risk of exploitation.
* Person-centred and trauma-informed practice that recognises the circumstances, concerns, goals, beliefs and cultures of the person, their family and friends.
* Practice that is sensitive to the support needs of family and friends, both as part of crisis response and long-term support.
* Practice that empowers victims and survivors, enabling them to have their voices heard and have a say in what happens.
* Practice that ensures people's dignity and treats them with respect at all times.
* Accountability in any actions that are taken or decisions made.
* Taking responsibility for one’s own learning and continuing professional development and contributing to the learning of others.

**Learner groups**

The following table outlines the key learner groups covered by this competency framework.

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| Learner group | Including, but not limited to |
| Group A  The wider public and those working in services or businesses who may come across exploitation but who do not work specifically in care, health, education, housing or criminal justice. | Members of the public, taxi drivers, hotel/B&B/self-catering accommodation staff, licensed premises, small businesses, faith communities, transport staff, postal workers. |
| Group B  Those working or volunteering with children or adults with care and support needs who may be in a position to identify concerns of exploitation. | Support workers, housing staff, teachers, college staff, GP’s, nurses, paramedics, clerical and admin staff, advocates, midwives, staff working in supported accommodation. |
| Group C  Those working or volunteering in positions where exploitation is more likely to be identified and who could potentially have a responsibility for providing ongoing support to victims/survivors of exploitation.  Group C+  Those with identified roles around exploitation, modern slavery or human trafficking. | Social workers, police officers, drug and alcohol service staff, sexual health nurses, children’s residential home staff, specialist safeguarding roles, community psychiatric nurses, psychologists, domestic abuse specialists.  Specialist exploitation/modern slavery/human trafficking roles, NRM accommodation providers, specialist voluntary, community or charitable organisations working in this area. |
| Group D  Parents and carers  Group D+  Foster carers | All parents and carers |
| Group E  Children and young people | Anyone aged under 18 |
| Group F  Adults at risk | Adults at increased risk of exploitation because of care and support needs (e.g. due to physical or mental health needs, people with learning disabilities/difficulties, substance misuse) or other vulnerabilities (e.g. isolation, housing/financial difficulties, care experienced, previous victim of abuse). |
| Group G  Those with key strategic decision-making responsibilities in relation to safeguarding | Directors of Services, Chief Executives, Owner/Managers, Trustees |

**Competency framework**

Within each learner group, the suggested competencies are listed. The competencies are intended to provide a clear focus on what the learner should know, understand or be able to do following completion of any learning activity. The competencies should indicate the minimum content for the design and delivery of training for each learner group. It is acknowledged that competencies might be met through multiple learning/training opportunities.

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| **Learner Group A** |
| * Understand that exploitation is happening in their community. * Know what is meant by the term exploitation and the different forms it can take. * Be aware of who might be at increased risk of exploitation and some of the circumstances that can place people at risk. * Be able to recognise the signs and indicators of exploitation. * Recognise immediate safety (of the person at risk, others and yourself) as a key priority around any concern * Know how to report concerns, including anonymously. * Know how to report intelligence about exploitation to the Police. |
| **Learner Group B** |
| * Understand the local, national and global scale of exploitation. * Know what is meant by the term exploitation and the different forms it can take. * Be aware of who might be at increased risk of exploitation and some of the circumstances that can place people at risk. * Be aware of the coercive and controlling methods used by exploiters used to recruit and control victims. * Be able to recognise the signs and indicators of exploitation. * Be aware of the impact of exploitation on the person’s ability to trust, communicate and share information. * Be aware of the impact of immigration status on the person’s ability to trust, communicate and share information. * Recognise immediate safety (of the person at risk, others and yourself) as a key priority around any concern. * Know what information to record and ensure relevant details are gathered. * Know the importance of avoiding using victim-blaming language. * Know how to report a safeguarding concern using either your organisation’s or multi-agency safeguarding procedures. * Know how to report intelligence about exploitation to the Police. * Understand information sharing considerations and the situations when you might need to share information without consent. * Understand your own role and the limits of your knowledge and capabilities and know when to seek specialist advice or support. * Understand the basics of the National Referral Mechanism, what it is and how it is used. * Understand the impact of identifying a victim of exploitation and know how to access support for yourself or others who need emotional support after identification. |
| **Learner Group C** |
| * Understand the local, national and global scale of exploitation. * Know what is meant by the term exploitation and the different forms it can take. * Be aware of who might be at increased risk of exploitation and some of the circumstances that can place people at risk. * Be aware of the coercive and controlling methods used by exploiters used to recruit and control victims. * Be able to recognise the signs and indicators of exploitation. * Understand and identify barriers to disclosure and options to overcome them. * Understand the significance of a person’s culture, background and experiences and the impact this has on identifying and reporting abuse, seeking help and sharing information. * Evaluate the significance of your own culture and background on your understanding, judgements and interactions with survivors and be able to listen to and support individuals who hold different beliefs and values. * Be able to support victims/survivors of exploitation to talk about the things that have happened to them with careful and thoughtful questioning. * Know how to have a sensitive discussion with people about topics such as: healthy relationships, managing finances, sex and sexual health, mental wellbeing, online safety and other forms of abuse. * Know how to adapt communication techniques according to a person’s experiences, preferences and needs. Know how and when to use interpreters and advocates. * Know the importance of and be able to demonstrate ways to develop trust with victims/survivors of exploitation. * Be able to take effective action when a victim/survivor stops engaging or you lose contact. * Recognise immediate safety (of the person at risk, others and yourself) as a key priority around any concern. * Understand the importance of attending to immediate practical, legal, health and wellbeing needs. * Understand the importance of clear documentation and good recording being mindful that documents should be shared with victims/survivors and may form part of the evidence in a court or tribunal case. * Know the importance of avoiding using victim-blaming language. * Know how to report a safeguarding concern using either your organisation’s or multi-agency safeguarding procedures * Understand the complexities of gaining informed consent, the importance to make every effort to obtain it, and the circumstances when information can be shared without consent. * Know how to report intelligence about exploitation to the Police. * Understand your role in contributing to effective safeguarding arrangements to help and protect victims and survivors of exploitation. * Be able to conduct risk assessments at different points, using relevant tools where available. * Understand the different options of help and support available for victims/survivors and be able to support them to make informed decisions. * Understand the different legal options available to safeguard individuals, including criminal action against perpetrators and other disruption tactics. * Have an awareness of the different missing protocols and understand how to use them. * Understand your own role and the limits of your knowledge and capabilities, and know when to seek specialist advice or support * Have an awareness of the role and responsibility of the First Responder and Single Competent Authority in the NRM. * Know the criteria for an NRM referral and/or when a Duty to Notify needs to be complied with and where to seek support to do this within your organisation. * Have an awareness of the support entitlements and limitations of the NRM. * Understand the impact of identifying a victim of exploitation and know how to access support for yourself or others who need emotional support after identification.   **Group C+ - Specialist exploitation, modern slavery, human trafficking roles**  *All of the above plus:*   * Understand new case law and other legislative changes in exploitation, modern slavery and human trafficking. * Be confident in critically analysing the complexity arising when victims/survivors of exploitation have also been involved in criminal acts and the impact of legal responses on individuals. * Critically understand the non-punishment principle, including the Section 45 defence in the Modern Slavery Act and how that can be used correctly. * Be confident in reading and understanding NRM decisions and the legal options for a survivor to challenge outcomes. * Know a survivors Article 12 entitlements and how to advocate in circumstances where these are lacking. * Be aware of the conflict between relevant legislative frameworks, for example immigration, drugs misuse, and child protection, and the impact on individuals and families. * Understand the reasons, rights and restrictions of Discretionary Leave following a positive Conclusive Grounds decision. * Be able to assist a survivor during court proceedings and explain their rights to them. * Be able to identify and have basic knowledge of intersecting areas of law affecting individuals, for example, mental health, immigration, child protection, care act, drug law, criminality. * Understand local housing law, benefit entitlements and employment rights for UK citizens, refugees and those with limited leave. * Know how to keep victims/survivors up to date on progress of police investigations and prosecutions and what measures are needed before and after court. * Be aware of what support is available for victims/survivors giving evidence in criminal proceedings. * Know what services to contact if a survivor is not happy about a decision or treatment they have received from a professional body e.g. police, home office. * Understand the differing roles and responsibilities within different organisations, respecting that there are differing legal duties and boundaries. * Be aware of the process police and other criminal justice agencies go through in gathering evidence and connecting with other international law enforcement organisations. * Be able to support and advise non-specialist staff. |
| **Learner Group D** |
| * Understand that exploitation is happening in their community. * Know what is meant by the term exploitation and the different forms it can take. * Be aware of some of the circumstances that can place children and adults at increased risk of exploitation. * Be able to recognise the signs and indicators of exploitation. * Know some of the preventative strategies that can protect people from exploitation. * Understand the impact of victim-blaming language. * Be able to have a sensitive discussion with your child or the person you care for about topics such as: healthy relationships, managing finances, sex and sexual health, mental wellbeing, online safety and other forms of abuse. * Recognise immediate safety (of your child/person you care for, others and yourself) as a key priority around any concern. * Know how to report concerns, including anonymously. * Have an awareness of the importance of sharing intelligence with Police. * Have an awareness of organisations who can provide advice and support.   **Group D + - Foster Carers**  *All of the above plus:*   * Be aware of the impact of exploitation on a child/adult’s ability to trust, communicate and share information. * Be aware of the impact of immigration status on the person’s ability to trust, communicate and share information. * Know what information to record and ensure relevant details are gathered. * Understand information sharing considerations and the situations when you might need to share information without consent. * Understand the basics of the National Referral Mechanism, what it is and how it is used. * Understand the impact of identifying a victim of exploitation and know how to access support for yourself or others who need emotional support after identification. |
| **Learner Group E** |
| * Understand that exploitation is happening in their community. * Know what is meant by the term exploitation and the different forms it can take. * Be aware of some of the circumstances that can place children at increased risk of exploitation. * Be able to recognise the signs of grooming and coercion. * Know some of the preventative strategies that can keep you safe from harm, including healthy relationships, sex and sexual health and online safety. * Know how to get help and support for yourself or others. * Know how to report concerns, including anonymously. |
| **Learner Group F** |
| * Understand that exploitation is happening in their community. * Know what is meant by the term exploitation and the different forms it can take. * Know that exploitation can also happen to adults. * Be aware of some of the circumstances that can place adults at increased risk of exploitation. * Be able to recognise the signs of grooming and coercion. * Know some of the preventative strategies that can keep you safe from harm, including healthy relationships, sex and sexual health and online safety. * Know how to get help and support for yourself or others. * Know how to report concerns, including anonymously. |
| **Learner Group G** |
| * Understand the local, national and global scale of exploitation. * Know what is meant by the term exploitation and the different forms it can take. * Be aware of who might be at increased risk of exploitation and some of the circumstances that can place people at risk. * Understand the basics of the National Referral Mechanism, what it is and how it is used. * Know how to report concerns, including how to report intelligence about exploitation to the Police. * Understand the strategic arrangements to address exploitation and the role their organisation plays within this. |

**Useful resources**

[Crown Prosecution Service guidance on modern slavery, human trafficking and smuggling.](https://www.cps.gov.uk/legal-guidance/modern-slavery-human-trafficking-and-smuggling)

[Training Framework: Indentification, Care and Support of Victims and Survivors of Modern Slavery and Human Trafficking](https://www.antislaverycommissioner.co.uk/media/1468/training-framework-identification-care-and-support-of-victims-and-survivors-of-modern-slavery-and-human-trafficking.pdf)

[UK Government Modern slavery training resources page](https://www.gov.uk/government/publications/modern-slavery-training-resource-page/modern-slavery-training-resource-page)

Newcastle Criminal Exploitation and Serious Violence Flowchart

[Human Trafficking Foundation](https://www.humantraffickingfoundation.org/)

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Newcastle City Council

Newcastle Safeguarding Adults Board

Newcastle Safeguarding Children Partnership

North East and North Cumbria Integrated Care Board

Northumbria Police

The Children’s Society

Violence Reduction Unit Northumbria

1. Organ harvesting is not included in this typology as at the time of writing there were no cases. However, it is acknowledged that this is a type of exploitation. [↑](#footnote-ref-2)