LSCB multi-agency safeguarding workforce development strategy

Introduction

This document describes the Solihull LSCB approach to multi-agency workforce safeguarding learning and development. It provides an evidenced informed rationale for a safeguarding learning curriculum for 2015-2017. A competency framework applicable across the workforce is included - along with a description of resources identified to deliver, and, plans for impact evaluation. Safeguarding learning needs to be pitched at the right professional, at the right time so an outline of how the LSCB will target key professionals is provided along with planned evaluation methodologies.

Rationale

The LSCB commissioned a strategic review of safeguarding training in January 2015. This review considered governance, commissioning, training plans, quality assurance methods, serious case reviews nationally and locally as well as case audits and a review of the literature. Over 400 professional staff, including the trainers’ pool, managers, leaders and young people engaged in consultation and dialogue which informs this strategy. The greatest demand is for short impactful interactive learning experiences to develop partnership skills along with a facility to use a variety of learning tools, including on-line learning. Practitioners also indicated a need to embed domestic violence, adult mental health and substance misuse into the core curriculum instead of it being an add-on topic, and, to de-regulate previous requirements to attend refresher courses replacing it with a more modular approach to partnership skills development.

National and local experience on serious case reviews supports the rationale for inter-active, communications skills and multi-agency competencies. This work has been instrumental in building the new multi-agency competency framework which describes the multi-agency competencies practitioners need to achieve, based on what they do, and what skills they need to do it in a multi-agency setting. This results in a framework which adds value to the in-house competencies set by individual agencies and does not replace or compete with them.

Practitioners who are expected to engage in partnership working in child protection should have access to high quality multi-agency training, in addition to their agency specific training. This is because the findings of serious case reviews indicates weaknesses in the skills used to share information, challenge appropriately and manage the complexities of child protection work with partners.

As a general guide, all those who regularly make child protection referrals, are regularly expected to attend child protection conferences and core groups, and/or manage or supervise those who do, should receive a minimum of 3 hours and ideally 6 hours of multi-agency training per year. These staff will be able to select modules
appropriate to their needs. This is not a fixed rule but should be intelligently used as
guide to help practitioners engage in multi-agency training. Each practitioner should
work with their manager to assess their training needs and agree the
appropriateness of them attending multi-agency training. Leaders and LSCB
representatives are responsible to ensure that their workforce attends appropriate
multi-agency training and will be held to account on this.

This strategy explains;

• Governance
• Strategy aims, objectives and targets
• The principles of safeguarding workforce development in Solihull MBC
• Resources
• Training methodologies.
• The core curriculum, including the competency framework and how to use it.
• Partner’s agreement on key target groups of staff needing training.
• Transitions plans

**Governance**

This section explains the role of individual agencies and the role of the LSCB in
safeguarding training.

**Role of individual partners** in safeguarding training;

“**Employers are responsible for ensuring that their staff are competent to carry out**
their responsibilities for safeguarding and promoting the welfare of children and
creating an environment where staff feel able to raise concerns and feel supported in
their safeguarding role.

**Staff should be given a mandatory induction (by their own agency), which includes**
familiarisation with child protection responsibilities and procedures to be followed if
anyone has any concerns about a child’s safety or welfare.”(Working Together to
Safeguard Children: Ch2 Para4 2015)

Section 175 of the Education Act 2002 places a duty on:

a) local authorities in relation to their education functions; and

b) the governing bodies of maintained schools and the governing bodies of further
education institutions (which include sixth-form colleges) in relation to their functions
relating to the conduct of the school or the institution;

to make arrangements for ensuring that such functions are exercised with a view to
safeguarding and promoting the welfare of children (in the case of the school or
institution, being those children who are either pupils at the school or who are
students under 18 years of age attending the further education institution).
A similar duty applies to proprietors of independent schools (which include academies/free schools) by virtue of regulations made under sections 94(1) and (2) of the Education and Skills Act 2008.

Regulations made under Section 342 of the Education Act 1996, set out the requirements for a non-maintained special school to be approved and continue to be approved by the Secretary of State. It is a condition of approval and continuing approval that arrangements must be in place for safeguarding and promoting the health, safety and welfare of pupils and when making such arrangements, the proprietor of the school must have regard to any relevant guidance published by the Secretary of State. (Working Together to Safeguard Children; 2015 Appendix B Statutory Frameworks.)

In Solihull, this means that each partner agency, school, college and nursery is responsible for ensuring that staff have the competencies they need to fulfil their role in safeguarding children and promoting their welfare, and, are confident in their professional role in their workplace setting. Each partner agency provides agency specific training which meets agency specific agreed competencies. Each partner agency is accountable to the LSCB for the quality of that in-house training and this will be evaluated through case audit, Section 11 audits, and, any other means considered appropriate by the LSCB.

The role of the LSCB

Working Together to Safeguard Children (DfE 2015) Chapter 1, paragraph 4 describes the role of the LSCB in relation to early help training;

“Local Safeguarding Children Boards (LSCBs) should monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area”.

Regulation 5 of the Local Safeguarding Children Boards Regulations 2006 sets out that the functions of the LSCB, in relation to the (above) objectives under section 14 of the Children Act 2004, are as follows:

1(a) developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to:

(ii) training of persons who work with children or in services affecting the safety and welfare of children;

LSCBs do not commission or deliver direct frontline services though they may provide training. While LSCBs do not have the power to direct other organisations they do have a role in making clear where improvement is needed. Each Board partner retains their own existing line of accountability for safeguarding”

This applies in Solihull. The LSCB does not provide all of the safeguarding training that practitioners may require.
The LSCB training programme aims to add value to agency specific in-house training by providing practitioners with essential skills in partnership working to safeguard children using agreed multi-agency competencies informed by evidence from national and local experience, including serious case reviews. These multi-agency competencies do not replace the agency specific competencies that practitioners may need to function effectively in their specific roles. The multi-agency competencies are aimed at enabling all practitioners described to gain and develop multi-agency interactive skills. They seek to add value to the practitioner experience; supporting and valuing their agency specific responsibilities whilst enhancing their understanding of, and effectiveness in, multi-agency working – thus enabling sound decision making about vulnerable children in collaboration with partner practitioners.

Solihull LSCB provides multi-agency training which places an emphasis on effective multi-agency partnership skills. These are skills that cannot be acquired solely through agency specific training/processes.

In this way, multi-agency training enhances practitioners’ skills sets - by enabling the development of multi-agency, interactive communications skills when working with highly complex families with very vulnerable children.

This strategy places an emphasis on inter-personal, communication and partnership skills. The practitioner learning experience will therefore help them enhance these skills. Knowledge transfer is important and a variety of methods will be used to ensure this takes place. The agreed skills set links to national and local experience, with particular reference to serious case reviews.

Practitioners must therefore attend in-house agency specific training at foundation level at the very least before attending multi-agency events.
Management

The LSCB training strategy will be managed by the LSCB business manager and co-ordinated by the LSCB trainer. They will consult widely with practitioners. (See Safeguarding learning faculty below) and report to the LSCB executive group on progress. They will also work with their equivalents in Adults services to ensure synergy in the safeguarding curriculum.

Strategy aims and objectives

Aim

To provide a comprehensive range of training for managers and practitioners that supports the delivery of the LSCB improvement priorities around neglect, child sexual exploitation and early help.

Objectives

In March 2017 the safeguarding workforce will have enhanced multi-agency competencies in relation to the following skills with particular reference to the LSCB priorities around neglect, incorporating domestic violence and the toxic trio, child sexual exploitation and early help

- Application of thresholds
- Early help assessments
- Information sharing
- Challenge in practice
- Effective use of supervision
- Analysis and judgement

The impact of this strategy will be demonstrated as follows

<table>
<thead>
<tr>
<th>Skills</th>
<th>Method</th>
<th>Projected impact</th>
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<tbody>
<tr>
<td>Application of thresholds</td>
<td>Case audit, Also work volume data provided to LSCB</td>
<td>Professional confidence in application of thresholds</td>
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<td></td>
<td></td>
<td>Reduced volume of referrals to social care.</td>
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<tr>
<td>Early Help Assessments.</td>
<td>LSCB early help performance data set</td>
<td>Increased use of Early Help Assessments and associated workflow volume decrease through social care.</td>
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<tr>
<td></td>
<td>and work volume data</td>
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<tr>
<td>Information sharing</td>
<td>Attendance at CPCC data set to LSCB Core group evaluation via case audit.</td>
<td>Decreased drift and delay</td>
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<tr>
<td>Challenge in practice</td>
<td>Use of dispute resolution procedures. Case audit</td>
<td>Increased skilful challenge in practice. Increased use of dispute resolution procedures. Improved timeliness of decision making, reduced drift and delay.</td>
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<tr>
<td></td>
<td>Timeliness of decision making.</td>
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<tr>
<td>Effective use of supervision.</td>
<td>Case audit.</td>
<td>Supervision as a forum for reflective practice and challenge.</td>
</tr>
<tr>
<td>Analysis and judgement</td>
<td>Evaluation with managers and leaders</td>
<td>Improved audit methodologies, improved performance analysis. Decreased drift and</td>
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</tbody>
</table>
To achieve the enhancement of these skills across the safeguarding workforce the LSCB will follow these principles;

Individual agencies take responsibility under Section 11 of the children act 2002 and the S175 and S157 of the Education Act 2004 to carry out safeguarding training in-house relevant to their safeguarding responsibilities and meeting their agency specific competencies.

Individual agencies will ensure staff attend agency specific in house Foundation Course training at the very least, before attending LSCB multi-agency training.

All LSCB members support access to appropriate multi-agency training. This includes the requirement of each member to provide a list of staff in each of the groups identified in the competency framework (see below) and agreeing on annual targets.

Training provided will use adult learning models; professionals will be responsible for their own learning with help and advice from their line managers and their LSCB representative.

A modular approach is applied, each module providing an explicit block of learning. Practitioners can choose modules to meet their individual professional development requirements, but this must be in conjunction with their organisations needs and working with their line manager.

As a general guide, all those who regularly make child protection referrals, and are regularly expected to attend child protection conferences and core groups, and/or manager or supervise those who do, should receive a minimum of 3 hours and ideally 6 hours of multi-agency training per year. These staff will be able to choose from select modules appropriate to their needs. This is guidance regarding which staff should be accessing the LSCB training programme only and must be used intelligently; with each practitioner working with their managers to assess their training needs and agree the appropriateness of them attending.

Multi-agency training in the protection and care of children is evaluated regularly for impact on management and practice.

All practitioners engaging in multi-agency working should have multi-agency training.
**Resources:**

The LSCB will use a pooled budget to deliver training, made up of contributions from lead agencies including the schools forum.

A full time LSCB safeguarding workforce officer provides administrative and communications support.

A full time safeguarding workforce trainer manages the multi-agency training agenda and advises partners on in-house training to ensure there is synergy between the two.

The new LSCB website will be used for communications and bulletins but will also be increasingly used for training administration and booking. This will improve efficiency over time.

The main resource used by the LSCB will be the LSCB **Trainers Pool.** This is made up of senior safeguarding practitioners in partner agencies. They are provided with training and support to keep them professionally updated on contemporary safeguarding training practices and meet regularly for support and development.

**A Safeguarding Faculty** made of experienced practitioners in Solihull will meet 3 times per year to engage in assessment of safeguarding learning needs and devising the curriculum year on year. This faculty will also help evaluate training events.

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**Early Help training**

“(Early Help) Training should cover how to identify and respond early to the needs of all vulnerable children, including: unborn children; babies; older children; young carers; disabled children; and those who are in secure settings.

Professionals should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;

- has special educational needs;

- is a young carer;

- is showing signs of engaging in anti-social or criminal behaviour;

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;

- has returned home to their family from care;4 and/or
- is showing early signs of abuse and/or neglect.

*Professionals working in universal services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need. Practitioners need to continue to develop their knowledge and skills in this area. Professionals should have access to training to identify and respond early to abuse and neglect, and to the latest research showing which types of interventions are the most effective*”. (Working together to safeguard children 2015 Ch1 Pars 5 and 6)

The LSCB will support the delivery of early help services by ensuring sound, multi-agency training on the application of thresholds and working with partners to provide early help to children and young people is provided.

**Training methodologies**

To enhance the skills set required, training style and methodologies will largely comprise of interactive group work with a focus on inter-active and interpersonal communications skills to address the challenges of multi-agency working.

Knowledge transfer will largely be reserved for pre-reading or on-line learning and will not dominate safeguarding learning experiences. This pre-learning will be referenced throughout learning events. Some of this will be mandatory before booking an event. A facility to ensure compliance will be built in to the new website.

The trainers’ pool and the safeguarding learning faculty will create a range of learning and training styles to suit a range of learning events.

**The Core curriculum**

*No professional should attend any LSCB training unless they have had prior foundation level training in their own agency and have manager approval.*

**The core programme;**

- This is made up of 9 modules; A core module of 4 with additional modules 5-9 on specific topic areas. The first 4 modules provide learning on learning on early help, neglect and the toxic trio. Modules 5-9 refer to these elements with specific reference to Child sexual exploitation, and the impact on child development for children living with neglect, sexual abuse, physical and emotional abuse.

- All training will include domestic abuse, parental substance misuse and parental mental health problems, through the use of case studies, research examples such as homicide and serious case reviews.
Module one: Safeguarding children; Application of Thresholds and early help assessments.

**Aim:** To enable practitioners to apply local thresholds and engage partners to provide early help for children.

**Objectives:** When complete, professionals will be able to;
- Respond appropriately to concerns about children by effectively interacting with partner professionals,
- Apply local thresholds for intervention.
- Carry out early help assessments

Module two: Child Protection; an introduction to Multi-agency Working

**Aim:** To enable practitioners to make sound, evidence informed communications with partners where there are child protection concerns.

**Objectives:** When complete, Practitioners will be able to
- Make high quality child protection referrals,
- Make sound evidence informed contributions to child protection conferences and core groups.
- Identify and challenge drift and delay.
- Use dispute resolution procedures.

Module 3 Child protection; The challenges of multi-agency working

**Aim:** To enable practitioners to navigate the complexities of multi-agency working.

**Objectives:** At the end of the learning experience, practitioners will be able to;
- Identify and manage common impediments to partnership working
- Understand and respect multi agency difference and manage conflict.
- Understand the multi-dimensional nature of risk, including issues impacting on parenting, such as substance misuse, Domestic Violence and adult mental health.
- Recognise and respond to drift and delay and non-compliance and develop professional alertness to risk while working in partnership with parents.
- Recognise how to interact with these elements and use supervision effectively.
- Seek and provide challenge with partners.
- Support staff to use the LSCB dispute resolution procedures.
- Engage partners to enable sound judgement based on all evidence, including recent evidence and challenge inability to consider new evidence.
Module 4 Child Protection; Analysis, judgement and leadership in partnership working

**Aim:** To enable supervisors, managers and leaders to provide effective professional support and challenge to practitioners and to scrutinise performance at strategic level.

**Objectives:** At the end of the learning experience, supervisors, managers and leaders will be able to;

- Provide professional support and supervision to practitioners and colleagues leading or contributing to multi-agency risk assessment by providing opportunities for reflective practice and challenge.
- Work with partners to analyse risks, review child protection plans, challenge drift and delay and manage conflict.
- Lead and deliver on the dispute resolution procedures.
- With partners, set standards for multi-agency audit and audit against them.
- With Partners, analyse multi-agency performance.

Module 5 Child protection: Child Sexual Exploitation: reducing the risks

**Aim:** To enable practitioners to identify and protect young people at risk of sexual exploitation.

**Objectives:** At the end of the learning experience, participants will be able to;

- Apply Government guidance and legislation relevant to CSE informing their work with young people
- Identify and respond appropriately to children and young people who are at risk of CSE.
- Apply local and national risk assessment tools
- Engage with partners appropriately, communicating effectively
- Use local resources and national support agencies to help children and young people.

**Modules 6-9.**

These four modules enable practitioners to understand the elements of risk assessment, informed by national research and experience of child development theory and applied understanding of the use of the “Signs of Safety” assessment tool in practice.
Module 6;  Neglect; Impact on child development.

**Aim:** To enable practitioners to assess the impact of neglect on child development.

**Objectives:** At the end of the learning experience, participants will be able to carry out or contribute to assessments of children where neglect is suspected;

- using national research and practice experience
- referring to the impact on the child’s development
- using evidence informed assessment tools
- using contributions from partner agencies to inform assessment.

Module 7; Physical abuse; Impact on child development.

**Aim:** To enable practitioners to assess the impact of physical abuse on child development

**Objectives:** At the end of the learning experience, participants will be able to carry out or contribute to assessments of children where neglect is suspected;

- using national research and practice experience
- referring to the impact on the child’s development
- using evidence informed assessment tools
- using contributions from partner agencies to inform assessment.
Module 8; Emotional abuse; Impact on child development.

**Aim:** To enable practitioners to assess the impact of emotional abuse on child development

**Objectives:** At the end of the learning experience, participants will be able to carry out or contribute to assessments of children where emotional abuse is suspected;

- using national research and practice experience
- referring to the impact on the child’s development
- using evidence informed assessment tools
- using contributions from partner agencies to inform assessment

Module 9; Sexual abuse; Impact on child development.

**Aim:** To enable practitioners to assess the impact of sexual abuse on child development

**Objectives:** At the end of the learning experience, participants will be able to carry out or contribute to assessments of children where sexual abuse is suspected;

- using national research and practice experience
- referring to the impact on the child’s development
- using evidence informed assessment tools
- using contributions from partner agencies to inform assessment.

Transitions:

**First quarter 2015-2016 (April-June 2015)**

“Level 2” courses planned for the first quarter of 2015 will continue as planned. They will be re-designed to ensure best fit with the new strategy. Participants will take part in re-modelling while learning.

Course on CSE will continue as planned and will be re-modelled to fit with new strategy as advised by the CSE steering group.

The modular programme will be designed in collaboration with the trainer’s forum and the first event for a safeguarding faculty will be delivered.

Courses will be booked for the 2nd, 3rd and fourth quarters of 2015-2016.

Early help courses for champions will be planned for delivery in the 3rd and 4th quarters of 2015-2016.

Early help training will be established, including design, piloting, and quality assurance methodology for courses to be delivered 2016-2017.
**Second quarter (July-September 2015)**

Volume assessment: (How many people will need the training from each agency?)

Partners will assess the numbers in their agencies requiring each module and inform the LSCB on target numbers for 20150-2016 and 2016-2017.

Quarterly reports to LSCB will include attendance against the target numbers indicated.

A 2\textsuperscript{nd} faculty event will develop the core curriculum for 2016-2017.

A draft programme for 2016-2017 will be established

Modules 1-4 will be designed for delivery in the third quarter.

Modules 6-9 will be established and planned for deliver in the fourth quarter.

**Third quarter (October-December 2015)**

Evaluation of Modules 1-4 and review

Deliver modules 6-9.

3\textsuperscript{rd} faculty approves plan for 2016-2017.

Evaluation methodologies complete.

**Fourth quarter (Jan-March 2016)**

Launch of training programme for 2016-2017

Annual review of progress.

**Governance and quality assurance**

**The safeguarding learning and development faculty**

This will be a consultative forum made up of practitioners and supervisors in all partner agencies.

Faculty Aim:

To inform the curriculum of the LSCB training programme.

Faculty objectives

By March each year the faculty will have

- Engaged in the training programme for the following financial year.
• Taken part in evaluating training, including methodologies, logistics as well as teaching styles and curriculum.
• Engaged in a training needs assessment, participating and contributing to an understanding of the training needs of professionals working with children and young people in Solihull.
• Promoted the LSCB multi-agency training programme, ensuring practitioners in the field understand the relevance of the training to their practice and attend the training.

The LSCB manager and the training officer will work with adult services and those with expertise in domestic violence and substance misuse to ensure synergy across Solihull workforce development.

The LSCB training officer is accountable to the LSCB manager and both are accountable to the LSCB for multi-agency training development. The LSCB manager is managed by the Local Authority Child Protection and Review Unit.

The LSCB executive group will oversee these developments and provide challenge and support.

The trainers forum is instrumental in devising the curriculum and providing training.

A training data set will comprise qualitative and quantitative data in line with the original impact described on page 4.
### CORE MULTI-AGENCY COMPETENCIES in 9 modules. Page one of two

<table>
<thead>
<tr>
<th>Module</th>
<th>Who does this training?</th>
<th>When you have done this learning, you will be able to;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation (Agency Specific, in-house)</strong></td>
<td>Every one</td>
<td>Recognise and respond if you are worried about a child, using your organisations procedures.</td>
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</tbody>
</table>
| **Module 1 Early help**                     | Those who identify additional needs and carry out early help assessments.                | • Apply Solihull local thresholds,  
• Respond appropriately to concerns about children with additional needs by effectively interacting with partner professionals,  
• Carry out early help assessments. |
| **Module 2 Child protection: An introduction to multi-agency working** | Those who identify child protection concerns and make child protection referrals.        | • Make sound, evidence informed communications and child protection referrals,  
• Make sound evidence informed contributions to child protection conferences and core groups,  
• Identify and challenge drift and delay with specific reference to the complexities of the child’s experience when living with Domestic violence, substance misuse and/or parental mental health problems,  
• Use dispute resolution procedures. |
| **Module 3 Child protection: The challenges of multi-agency working** | Those above who also regularly attend child protection conferences and core groups and/or supervise or manage those who do, or lead organisations that do. | • Identify and manage common impediments to partnership working  
• Understand and respect multi agency difference and manage conflict,  
• Understand the multi-dimensional nature of risk, including issues impacting on parenting, such as substance misuse, Domestic Violence and adult mental health,  
• Recognise and respond to drift and delay and non-compliance and develop professional alertness to risk while working in partnership with parents,  
• Recognise how you interact with these elements and use supervision effectively,  
• Seek and provide challenge with partners,  
• Support staff to use the LSCB dispute resolution procedures,  
• Engage partners to enable sound judgement based on all evidence, including recent evidence and challenge inability to consider new evidence. |
| **Module 4 Child Protection: Analysis, judgement and leadership in partnership working.** | Those above who also may provide evidence in criminal and civil proceedings and those who lead or contribute to serious case reviews and those involved in the LSCB including sub-groups. | • Provide professional support and supervision to practitioners and colleagues leading or contributing to multi-agency risk assessment,  
• Work with partners to analyse risks, review child protection plans and challenge drift and delay and manage conflict,  
• Lead and deliver on the dispute resolution procedures  
• With partners, set standards for multi-agency audit and audit against them. |
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<td>Module 5</td>
<td>Those who work with young people and who are responsible to identify and respond to child sexual exploitation.</td>
<td>• Apply Government guidance and legislation relevant to CSE to inform work with young people • Identify and respond appropriately to children and young people who are at risk of CSE, • Apply local and national risk assessment tools • Engage with partners appropriately, communicating effectively • Use local resources and national support agencies to help children and young people at risk of CSE</td>
</tr>
<tr>
<td>Module 6</td>
<td>Those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do.</td>
<td>• Carry out or contribute to assessments of children where <strong>neglect</strong> is suspected; • using national research and practice experience • refer to the impact on the child’s development • use evidence informed assessment tools • use contributions from partner agencies to inform assessment</td>
</tr>
<tr>
<td>Module 7</td>
<td>Those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do.</td>
<td>• Carry out or contribute to assessments where physical abuse is suspected • using national research and practice experience • refer to the impact on the child’s development • use evidence informed assessment tools • use contributions from partner agencies to inform assessment</td>
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<tr>
<td>Module 8</td>
<td>Those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do.</td>
<td>• Carry out or contribute to assessments where <strong>emotional abuse</strong> is suspected • using national research and practice experience • refer to the impact on the child’s development • use evidence informed assessment tools • use contributions from partner agencies to inform assessment</td>
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<tr>
<td>Module 9</td>
<td>Those who identify and assess child protection concerns and regularly attend and report to child protection conferences and core groups and/or supervise or manage those who do.</td>
<td>• Carry out or contribute to assessments of children where sexual abuse is suspected; • using national research and practice experience • referring to the impact on the child’s development • using evidence informed assessment tools • using contributions from partner agencies to inform assessment.</td>
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