

# Derby and Derbyshire Safeguarding Children Partnership

## DDSCP Training Calendar January – December 2025

All DDSCP training sessions are facilitated by Lisa Bestwick, Learning and Organisational Development Officer. Training is co-delivered by a range of expert practitioners from the statutory partners, education and voluntary sector and may be subject to change on the day.

Before booking on any of our courses, please speak to your line manager to ensure the course is relevant to your role and responsibilities. Slide Handouts and any course materials such as case studies, will be available to download 10 days before the event.

To support your learning, you may be asked to complete some pre-reading or e-learning courses before you can book on a Level 3 course. All our training courses require you to take part in various interactive activities, watch videos and/or contain opportunities for discussion. To promote engagement and learn from each other, please keep your cameras and mics on when taking part in breakout rooms.

A copy of the slides, training handouts and your certificate will be available to download after completing your evaluation. You will be asked to complete a Stage 2 evaluation, 60 days after the event. This second evaluation allows the partnership to measure the impact of training on your practice, and the improved outcomes for children and young people.

Safeguarding training is of high importance and as a partnership we need to be satisfied that the learning outcomes have been achieved before providing a certificate of attendance. Any delegate joining more than 15 minutes after the start of training or leaving significantly early will not be eligible for a certificate and will be asked to rebook.

**All our courses are generally fully booked. If you book a course and no longer need the place, please cancel via the booking system or email [DDSCPTraining@derby.gov.uk](mailto:DDSCPTraining@derby.gov.uk).**

**If you are waiting for a course to become available, please click on 'Tell me about future dates of this event'.**

**If you choose to join the waiting list for this course, the system will send you an automatic email notifying you as a place becomes available. This is on a first come first serve basis. If you are on a waiting list for one date this does not automatically put you on a waiting list for all dates.**



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Course Name and Time	Learning Outcomes
<b>Child Protection Conferences</b> <b>10:00 – 15:00</b>	<ul style="list-style-type: none"> <li>• Describe the purpose and function of child protection conferences</li> <li>• Explain the roles and responsibilities of agencies</li> <li>• Recognise potential barriers to communication and how to overcome these</li> <li>• Demonstrate awareness of the involvement of children and families</li> <li>• Apply skills and knowledge to implement and evaluate effective multi-agency protection plans</li> </ul>
<b>Child Sexual Abuse</b> <b>10:00 – 13:00</b>	<ul style="list-style-type: none"> <li>• Understand the definition of child sexual abuse</li> <li>• Explore worrying adult behaviours</li> <li>• Identify the indicators, behaviours and barriers for children</li> <li>• Examine the impact on children. vulnerabilities and characteristics and reflect on how this impacts on our understanding</li> <li>• Understand the underpinning theories of child sexual abuse</li> <li>• Know how to respond and what this means for your practice</li> <li>• Identify ways to support a child and where to find help</li> </ul>
<b>Disclosure and Barring Service</b> <b>09:30 – 12:30</b>	<ul style="list-style-type: none"> <li>• What types of DBS checks are available and their eligibility</li> <li>• The update service</li> <li>• How information is filtered on DBS certificates</li> <li>• How “regulated activity” with children and adults is defined</li> <li>• What leads to an individual being added to the “barred list”?</li> <li>• The harm test</li> <li>• When do you have a legal duty to make a referral?</li> <li>• How to make a good quality barring referral</li> </ul>
<b>Domestic Abuse: Impact on the child</b> <b>10:00 – 15:00</b>	<ul style="list-style-type: none"> <li>• Describe the definition of domestic abuse</li> <li>• Explain the impact on the non-abusing parent and how this may impact on the capacity to care and keep children safe</li> <li>• Discuss the long term impact of domestic abuse children’s safety, development and emotional well-being</li> </ul>



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	<ul style="list-style-type: none"> <li>• Examine the impact of additional risk factors associated with domestic abuse</li> <li>• Demonstrate knowledge of local responses and assessments, and how to appropriately respond</li> <li>• Confidently demonstrate professional curiosity when you suspect or know that domestic abuse is being experienced</li> </ul>
<b>Impact on children of parental alcohol and drug use</b> <b>10:00 - 15:00</b>	<ul style="list-style-type: none"> <li>• Recognise impact of parental alcohol or drug use on children and babies</li> <li>• Explain Foetal Alcohol Syndrome and discuss the impact</li> <li>• Examine the impact on parenting capacity, looking at risks and protective factors</li> <li>• Respond to concerns and develop effective assessments and intervention skills</li> <li>• Demonstrate a collaborative working approach with agencies to support families and children affected by alcohol and substance use</li> </ul>
<b>Keeping Babies Safe</b> <b>10:00 – 15:00</b>	<ul style="list-style-type: none"> <li>• Describe the specific vulnerabilities of babies</li> <li>• Understand the risk of infant crying</li> <li>• Knowledge of safe sleep practice, the importance of safe handling and the advice around safe baby equipment and home safety messages</li> <li>• Identify the issues relating to 'Shaken Baby' and bruising in babies</li> <li>• Describe how to develop responsive parenting</li> <li>• Understand learning from child practice reviews to ensure babies thrive</li> <li>• Recognise additional vulnerabilities in families, and promote professional curiosity</li> </ul>
<b>Making a difference to children living away from home</b> <b>10:00 – 15:00</b>	<ul style="list-style-type: none"> <li>• Identify what we mean by children not living with parents, the national and local picture</li> <li>• Explain terminology and legislation relating to children not living with parents (CIC, CAO, SGO, leaving care)</li> <li>• Describe experiences of children not living with parents and who's involved with them</li> <li>• Identify ways to support children's physical and emotional wellbeing and understand their unique lived experiences</li> <li>• Understand the roles of practitioners and agencies</li> </ul>



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<b>Managing Allegations</b> <b>09:30 – 12:30</b>	<ul style="list-style-type: none"> <li>• Understand the definition of an allegation and what we are seeing locally</li> <li>• Explore the harm threshold, referral process and outcomes</li> <li>• Understand your role and responsibilities and the role of other agencies</li> <li>• Critically reflect on practice through case studies</li> </ul>
<b>MAPPA Briefing Foundation</b> <b>3 hours. Various start times.</b>	<ul style="list-style-type: none"> <li>• Introduce the purpose, principles and procedures of MAPPA</li> <li>• Provide context and background to MAPPA</li> <li>• Identify which agencies are involved and overall responsibilities</li> <li>• Clarify the different categories of MAPPA nominals</li> <li>• Explain the different levels of MAPPA management</li> <li>• Explore the necessity for information sharing</li> <li>• Introduce ViSOR as a key information sharing database</li> </ul>
<b>MAPPA Practitioner Training</b> <b>3 hours. Various start times.</b>	<ul style="list-style-type: none"> <li>• Developing participants confidence in identifying and thresholding MAPPA cases</li> <li>• Enhancing participants understanding of the local MAPPA referral processes and in making quality referrals</li> <li>• Improving participants understanding of risk management and how different agencies contribute to this</li> <li>• Increase participants confidence in attending and engaging in MAPPA meetings</li> </ul>
<b>Neglect and Graded Care Profile</b> <b>10:00 – 15:00</b>	<ul style="list-style-type: none"> <li>• To recognise neglect at the earliest opportunity and identify the impact it can have on children and young people</li> <li>• To develop knowledge and understanding of the Graded Care Profile assessment tool</li> <li>• To confidently use the Graded Care Profile assessment tool to ensure good outcomes for children and young people</li> </ul>
<b>Strengthening Family Engagement</b> <b>10:00 – 15:00</b>	<ul style="list-style-type: none"> <li>• To develop skills and approaches in strengths-based practice to successfully engage with families.</li> <li>• Consider potential barriers to effective engagement with families and reasons why we may struggle to engage with families.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Understand how practitioners can develop a productive relationship with families to foster trust, openness and respect, and keep the child in focus</li> </ul>
<p><b>Understanding and Responding to Child Exploitation</b> 10:00 – 15:00</p>	<ul style="list-style-type: none"> <li>• Understand local context across Derby and Derbyshire, including governance arrangements for child exploitation</li> <li>• Explore Pathways to Harm and apply knowledge of indicators and working with vulnerable children to create disruption and safety plans</li> <li>• Understand the Practice Principles underpinning how we respond to child exploitation</li> <li>• Learn about the referral and assessment processes and apply this knowledge</li> <li>• Explore local and national support</li> </ul>
<p><b>Working Together: Everyone’s Responsibility</b> 10:00 – 15:00</p>	<ul style="list-style-type: none"> <li>• Learn about the legislation, guidance and practice underpinning keeping children safe</li> <li>• Consider the vulnerabilities that put children at risk of harm</li> <li>• Understand the lived experiences of children and listening to their voice</li> <li>• Learn about the categories and indicators of child abuse and neglect</li> <li>• Understand how to respond to concerns</li> <li>• Explain the thresholds for support and intervention</li> <li>• Know how to make a referral</li> </ul>

