

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 important 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.

Future Events and Waiting Lists

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 automated 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.

Date, Times and Bookings

Dates and timings are subject to change. To see an up-to-date list and make a booking, please visit [DDSCP Booking System](#).

All our courses and events get booked up quickly. If you no longer need a place, please cancel via the booking system or email DDSCPTraining@derby.gov.uk if cancellation has closed.

| Course Name | Learning Outcomes |
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| <p>Child Protection Conferences</p> <p>Full Day</p> | <ul style="list-style-type: none"> Describe the purpose and function of child protection conferences Explain the roles and responsibilities of agencies Recognise potential barriers to communication and how to overcome these Demonstrate awareness of the involvement of children and families Apply skills and knowledge to implement and evaluate effective multi-agency protection plans |
| <p>Child Sexual Abuse</p> <p>Half Day</p> | <ul style="list-style-type: none"> Understand the definition of child sexual abuse Explore worrying adult behaviours Identify the indicators, behaviours and barriers for children Examine the impact on children, vulnerabilities and characteristics and reflect on how this impacts on our understanding Understand the underpinning theories of child sexual abuse Know how to respond and what this means for your practice Identify ways to support a child and where to find help |
| <p>Domestic Abuse: Impact on the child</p> <p>Full Day</p> | <ul style="list-style-type: none"> Describe the definition of domestic abuse Explain the impact on the non-abusing parent and how this may impact on the capacity to care and keep children safe Discuss the long-term impact of domestic abuse children's safety, development and emotional well-being Examine the impact of additional risk factors associated with domestic abuse Demonstrate knowledge of local responses and assessments, and how to appropriately respond Confidently demonstrate professional curiosity when you suspect or know that domestic abuse is being experienced |
| <p>Graded Care Profile Masterclass</p> <p>2 hours</p> | <ul style="list-style-type: none"> Explore a strengths-based approach when starting a Graded Care Profile with families. Discuss differences of opinion and how to address these. Apply the learning to ensure the assessment is evidence based to ensure good outcomes for children and young people |

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| <p>Impact on children of parental alcohol and drug use</p> <p>Full Day</p> | <ul style="list-style-type: none"> • Recognise impact of parental alcohol or drug use on children and babies • Explain Foetal Alcohol Syndrome and discuss the impact • Examine the impact on parenting capacity, looking at risks and protective factors • Respond to concerns and develop effective assessments and intervention skills • Demonstrate a collaborative working approach with agencies to support families and children affected by alcohol and substance use |
| <p>Keeping Babies Safe</p> <p>Full Day</p> | <ul style="list-style-type: none"> • Identify the vulnerabilities of babies • Recognise additional vulnerabilities in families and promote professional curiosity • Explain the risks of unsafe sleep practice and how to promote safer sleep • Practice how to promote safer handling to reduce accidental injury. • Explore the risk of infant crying and non-accidental head injury • Apply the learning from local case reviews to enhance your practice and keep it up to date |
| <p>Making a difference to children living away from home</p> <p>Full Day</p> | <ul style="list-style-type: none"> • Define children living away from home, terminology and legislation • Explore the national and local context • Examine agency roles in supporting children returning home from care • Describe children's experiences • Identify pathways to support children's physical and emotional wellbeing • Recognise your role and responsibilities and those of other agencies |
| <p>Managing Allegations</p> <p>Half Day</p> | <ul style="list-style-type: none"> • Understand the definition of an allegation and what we are seeing locally • Explore the harm threshold, referral process and outcomes • Understand your role and responsibilities and the role of other agencies • Critically reflect on practice through case studies |

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| <p>MAPPA Briefing Foundation</p> <p>Half Day</p> | <ul style="list-style-type: none"> • Introduce the purpose, principles and procedures of MAPPA • Provide context and background to MAPPA • Identify which agencies are involved and overall responsibilities • Clarify the different categories of MAPPA nominals • Explain the different levels of MAPPA management • Explore the necessity for information sharing • Introduce ViSOR as a key information sharing database |
| <p>MAPPA Practitioner Training</p> <p>Half Day</p> | <ul style="list-style-type: none"> • Developing participants confidence in identifying and thresholding MAPPA cases • Enhancing participants understanding of the local MAPPA referral processes and in making quality referrals • Improving participants understanding of risk management and how different agencies contribute to this • Increase participants confidence in attending and engaging in MAPPA meetings |
| <p>Neglect</p> <p>Half Day</p> | <ul style="list-style-type: none"> • Identify concerns around neglect and the impact on outcomes for children and young people • Communicating with parents and how to overcome any barriers • Applying the learning to evidence-based assessments to support outcomes for children and young people |
| <p>Strengthening Family Engagement</p> <p>Half Day</p> | <ul style="list-style-type: none"> • To develop skills and approaches in strengths-based practice to successfully engage with families • Consider potential barriers to effective engagement with families and reasons why we may struggle to engage with families • Understand how practitioners can develop a productive relationship with families to foster trust, openness and respect, and keep the child in focus |
| <p>Understanding and Responding to Child Exploitation</p> <p>Full Day</p> | <ul style="list-style-type: none"> • Understand local context and governance arrangements • Explore Pathways to Harm and apply knowledge of indicators and working with vulnerable children to create disruption and safety plans • Understand the Practice Principles underpinning how we respond to child exploitation • Learn about the referral and assessment processes and apply this knowledge • Explore local and national support |

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| Working Together: A Shared Responsibility Full Day | <ul style="list-style-type: none"> • Identify legislation, guidance and practice underpinning keeping children safe • Explain the vulnerabilities that put children at risk of harm • Recognise the importance of listening to children and their lived experiences • Develop your understanding of the categories and indicators of child abuse and neglect • Respond to concerns and record concerns effectively • Explain the thresholds for support and intervention • Practice how to make a good quality referral to social care |

| Disclosure & Barring Service – DDSCP On Request Workshops | |
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| Disclosure and Barring Workshop Half Day | <ul style="list-style-type: none"> • What types of DBS checks are available and their eligibility • The update service • How information is filtered on DBS certificates • How “regulated activity” with children and adults is defined • What leads to an individual being added to the “barred list”? • The harm test • When do you have a legal duty to make a referral? • How to make a good quality barring referral |

| E-Learning | Learning Outcomes |
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| Introduction to Safeguarding | <ul style="list-style-type: none"> • Legislation and guidance underpinning keeping children safe • Learning from local reviews • Additional vulnerabilities • Categories and indicators of abuse and other forms of harm • Child Protection and the Threshold Document • Responding to concerns • Where to find help and information |
| A Positive Safeguarding Culture | <ul style="list-style-type: none"> • Describe the context of having a positive safeguarding culture • Apply the legal framework to reduce the risk of harm to children • Identify and respond to low level concerns • Recognise your role and responsibilities |
| Fabricated or Induced Illness and Perplexing Presentations | <ul style="list-style-type: none"> • Learn about fabricated or induced illness and perplexing presentations. • Understand how both may present and what to look out for. • Know what to do if you suspect it or have concerns |
| Child Exploitation Modules | Under review |
| Private Fostering | <ul style="list-style-type: none"> • Learn about private fostering • Understand the legislation and regulations on private fostering arrangements • Explore why children live in private fostering arrangements and what the concerns may be • Know what to do when you become aware of a private fostering arrangement • Understand the role and duties of the local authority with regards to private fostering • Best Practice and where to go for further advice and support |
| Keeping Babies Safe | Under review |
| Domestic Abuse | <ul style="list-style-type: none"> • Gain an understanding of domestic abuse. • Understand the impact of domestic abuse and the barriers faced by vulnerable groups. • Learn about the national response to domestic abuse. • Responding to concerns. • Know where to find help and information |
| Reducing Parental Conflict | <ul style="list-style-type: none"> • Gain an understanding of Parental Conflict (Healthy & Unhealthy) • Be able to begin to identify Parental Conflict • Learn about the local and national response to Unhealthy Parental Conflict. • Know where to find help and information |