

# Derby and Derbyshire Safeguarding Children Partnership



## DDSCP Training Calendar January – December 2024

All DDSCP training sessions are facilitated by Lisa Donelan, 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
<p><b>Alcohol and Substance Use</b> 10:00 - 15:00</p>	<ul style="list-style-type: none"> <li>• To increase understanding of the needs of parents who use drugs and/or alcohol and the impact on their children</li> <li>• To provide an introduction to the evidence and good practice in working with families affected by substance misuse</li> <li>• To build capacity by increasing confidence amongst front line workers to explore strategies of working effectively with parents in relation to drug and alcohol use.</li> <li>• To be able to respond to concerns about parental substance misuse and develop effective assessments and intervention skills</li> <li>• To improve effectiveness of partnership working in response to parental substance misuse by increasing understanding of different agencies roles and responsibilities</li> </ul>
<p><b>Child Protection Conferences</b> 10:00 – 15:00</p>	<ul style="list-style-type: none"> <li>• Understand the purpose and function of Child Protection Conferences</li> <li>• Understand the roles and responsibilities of agencies</li> <li>• Recognise potential barriers to communication and how to overcome these</li> <li>• Develop awareness of the involvement of children and families</li> <li>• Develop skills and knowledge to implement and evaluate effective multi-agency protection plans</li> </ul>
<p><b>Child Sexual Abuse</b> 10:00 – 13:00</p>	<ul style="list-style-type: none"> <li>• Understand the definition of child sexual abuse</li> <li>• Know how to respond if a child discloses abuse</li> <li>• Understand the underpinning theories of child sexual abuse</li> <li>• Recognise how issues of diversity and identity impact on our understanding of child sexual abuse</li> <li>• Identify ways to help a child heal and recover</li> </ul>



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<p><b>Disclosure and Barring Service</b> 09:30 – 12:30</p>	<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>
<p><b>Domestic Abuse: Impact on the child</b> 10:00 – 15:00</p>	<ul style="list-style-type: none"> <li>• Defining domestic abuse</li> <li>• Understand the impact of domestic abuse on the non-abusing parent and how this can affect their capacity to care for their children</li> <li>• Identify how domestic abuse can adversely impact on children’s safety, development and emotional well-being</li> <li>• Know how to respond to any concerns around domestic abuse</li> <li>• Understand some of the additional risk factors associated with domestic abuse, including mental ill health, substance misuse / alcohol use</li> <li>• Have an awareness of the roles and responsibilities of different agencies in providing services to parents and children experiencing domestic abuse</li> </ul>
<p><b>Keeping Babies Safe</b> 10:00 – 15:00</p>	<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>



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Course Name and Time	Learning Outcomes
<p><b>Making a Difference to Children in Care</b> 10:00 – 15:00</p>	<ul style="list-style-type: none"> <li>• Understand what we mean by children in care, the national and local picture</li> <li>• Describe some of the experiences of children in care</li> <li>• Explain some of the terminology and legislation relating to children in care</li> <li>• Identify ways to support children in care’s physical and emotional well being</li> <li>• Understand the roles of practitioners and agencies</li> <li>• Describe what children in care have fed back about their experiences</li> </ul>
<p><b>Managing Allegations</b> <b>(For Managers, Designated Safeguarding Leads, Governors and Trustees)</b> 09:30 – 12:30</p>	<ul style="list-style-type: none"> <li>• Identify the behaviours that could lead to an allegation being made</li> <li>• Identify the difference between care and criminal thresholds when an allegation has been made</li> <li>• Know the behaviours that indicate a practitioner is unsuitable to work with children</li> <li>• Know the key roles and responsibilities of other agencies if allegations are made against staff, carers or volunteers</li> <li>• Understand how to access and apply local policies and procedures</li> <li>• Understand what decisions or action an employer can take following an allegation – managing the risks in the interim</li> </ul>
<p><b>MAPPA Briefing Foundation</b> 2.5 hours. Various start times.</p>	<ul style="list-style-type: none"> <li>• Understanding the purpose and function of MAPPA</li> <li>• Identification of MAPPA cases and agency responsibility</li> <li>• MAPPA levels of management</li> <li>• Local MAPPA arrangements/processes</li> </ul>
<p><b>MAPPA Practitioner Training</b> 2.5 hours. Various start times.</p>	<ul style="list-style-type: none"> <li>• Develop knowledge and skills around identification, risk assessment and risk management of MAPPA offenders</li> </ul>



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	<ul style="list-style-type: none"> <li>• Enhance understanding of MAPPA processes within Derbyshire and agencies' roles within them</li> <li>• Develop confidence for staff attending MAPPA meetings</li> </ul>
<p><b>Neglect and Graded Care Profile</b> 10:00 – 15:00</p>	<ul style="list-style-type: none"> <li>• To identify neglect at the earliest opportunity and understand the impact neglect 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>
<p><b>Private Fostering – Q&amp;A Session</b> 1 hour session. Various start times.</p>	<p>Delegates must complete the e-learning course first.</p> <ul style="list-style-type: none"> <li>• A 1-hour Q&amp;A session giving delegates the opportunity to explore more complex scenarios as well as having any queries answered.</li> </ul>
<p><b>Self-Harm and Suicide</b> 13:00 – 16:00</p>	<ul style="list-style-type: none"> <li>• Raise awareness of the extent and impact of self-harming and suicidal behaviour among children, young people and adults.</li> <li>• Know what action can be taken to promote and safeguard their welfare.</li> </ul>
<p><b>Understanding Child Exploitation</b> 10:00 – 15:00</p>	<p>Delegates must complete the e-learning modules first.</p> <ul style="list-style-type: none"> <li>• Identify and Safeguard Children at risk of exploitation</li> <li>• Understand the Local, Regional and National Picture from a multi-agency perspective</li> <li>• Understand place and space-based risk</li> <li>• Understand and use tools to disrupt and support prosecution of offenders</li> <li>• Understand referral processes</li> </ul>



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<p><b>Working with Resistant Families</b> 10:00 – 15:00</p>	<ul style="list-style-type: none"> <li>• To develop skills in working with resistant families and ensure workers and children are safeguarded</li> <li>• Describe the barriers to effective engagement with families and reasons why parents and children can be fearful of contact</li> <li>• Describe 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>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>

