

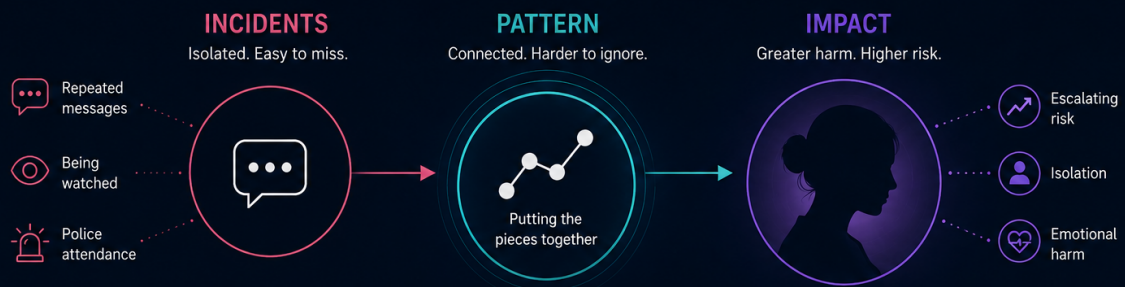
AbuseFreeLife

Training and Professional Development

BEYOND THE INCIDENT

SEE THE PATTERN. UNDERSTAND THE RISK. PREVENT FURTHER HARM.

Specialist training that helps professionals recognise patterns of abuse, assess risk and take effective action.



RISK-FOCUSED
Turning information into protective action.



MULTI-AGENCY INSIGHT
Bringing the whole picture together.



BETTER DECISIONS
Better decisions.
Better outcomes.



AbuseFreeLife
TRAINING & CONSULTANCY

Knowledge. Insight. Safer Lives.

DOMESTIC ABUSE | COERCIVE CONTROL | STALKING | RISK ASSESSMENT | MARAC | INVESTIGATIONS | SAFEGUARDING

Domestic abuse, stalking, MARAC and safeguarding training

AbuseFreeLife Courses

Investigative and Safeguarding Training and Consultancy. Course names, aims and learning objectives.

1. Beyond the Incident: Domestic Abuse, Coercive Control and Risk

Aim: To develop practitioners' understanding of domestic abuse and coercive control so they can recognise patterns of harm, identify risk early and respond safely within their professional role.

Learning objectives:

- Define domestic abuse, including coercive and controlling behaviour, and recognise how it may present in practice.
- Identify common tactics used by perpetrators and the impact on victims, children and families.
- Recognise risk indicators, barriers to disclosure and the importance of professional curiosity.
- Respond safely and appropriately to disclosures using a trauma-informed approach.
- Identify appropriate referral, safeguarding, signposting and escalation pathways.
- Apply the learning to day-to-day practice and organisational responsibilities.

2. Stalking: Fixation, Fear and Early Intervention

Aim: To improve awareness, confidence and professional judgement in identifying stalking and responding effectively at the earliest opportunity.

Learning objectives:

- Define stalking and recognise the difference between stalking, harassment and wider domestic abuse behaviours.
- Identify patterns of fixation, obsession, unwanted contact, surveillance, monitoring and escalation.
- Understand the impact of stalking on victims and the risks associated with minimisation or delay.
- Recognise the importance of accurate recording, risk assessment and information sharing.
- Identify practical safeguarding, criminal justice and support options available to victims.
- Apply learning to relevant scenarios within the organisation.

3. Stalking Investigations: Pattern, Persistence and Proof

Aim: To strengthen practitioners' ability to recognise stalking, develop suspect-focused evidence and take effective prompt action to protect victims.

Learning objectives:

- Identify stalking as a course of conduct rather than a series of isolated incidents.
- Develop an evidence-led investigation strategy that captures pattern, persistence and escalation.
- Recognise the value of digital, third-party, behavioural and contextual evidence.
- Understand the importance of victim safety, risk management and early protective action.
- Identify opportunities to use civil and criminal justice interventions effectively.
- Review investigative practice against clear markers of robust safeguarding and evidential practice.

4. From Incident to Pattern: Effective Domestic Abuse Investigations

Aim: To support investigators and practitioners to move beyond single-incident thinking and build safer, evidence-led responses to domestic abuse and coercive control.

Learning objectives:

- Recognise coercive control, cumulative harm and the significance of context in domestic abuse cases.
- Identify investigative opportunities that do not rely solely on victim testimony.
- Consider counter-allegations, primary aggressor issues and perpetrator manipulation of systems.
- Use risk assessment, chronology and professional judgement to inform safeguarding decisions.
- Identify the needs and risks affecting children, adults at risk and wider family members.
- Produce proportionate, defensible and victim-centred investigative and safeguarding actions.

5. Effective MARAC Practice: Information, Risk and Action

Aim: To help professionals understand the MARAC process, their role within it and how to contribute to effective multi-agency risk management for high-risk domestic abuse victims.

Learning objectives:

- Explain the purpose of MARAC and the routes into the process, including visible high risk, professional judgement, escalation and repeat referrals.
- Understand the role and responsibilities of agencies before, during and after a MARAC meeting.
- Share relevant, proportionate and lawful information to support risk management.
- Contribute to clear, practical and accountable action planning.
- Keep the victim's voice and safety central to multi-agency decision-making.
- Recognise when concerns require escalation or further professional challenge.

6. DASH in Real Practice: Risk, Judgment, and Defensible Decisions

Aim: To increase the safety of victims of domestic abuse by improving practitioners' confidence in using the DASH risk identification checklist and applying professional judgement.

Learning objectives:

- Ask relevant and sensitive questions to identify domestic abuse and associated risk.
- Explain the purpose and limitations of the SafeLives DASH risk identification checklist.
- Complete DASH accurately and use professional judgement where risk is not captured by scoring alone.
- Recognise high-risk indicators, escalation, repeat abuse and cumulative harm.
- Understand responsibilities for information sharing, referral and risk management.
- Describe how multi-agency working can improve safety for high-risk victims.

7. Domestic Abuse Disclosures at Work: Safe, Boundaried and Trauma-Informed Responses

Aim: To equip staff and managers to respond safely and empathetically to domestic abuse disclosures while maintaining professional boundaries and recognising the impact of trauma-related work.

Learning objectives:

- Understand key domestic abuse dynamics and the importance of trauma-informed practice.
- Recognise the challenges staff may face when working with complex cases and disclosures.
- Respond safely to disclosures, including immediate risk, recording, signposting and escalation.
- Support empathetic practice without collusion, rescue behaviour or boundary drift.
- Recognise signs of vicarious trauma, compassion fatigue and burnout among staff.
- Identify practical supervision, support and boundary-setting strategies.

8. Older Survivors: Hidden Harm, Coercion and Safeguarding in Later Life

Aim: To strengthen practitioners' understanding of domestic abuse affecting older people and improve confidence in recognising risk, responding safely and linking survivors to appropriate support.

Learning objectives:

- Define domestic abuse in later life and recognise how dynamics may differ for older survivors.
- Identify additional barriers to disclosure, including dependency, isolation, health needs, caring roles and age-related assumptions.
- Recognise indicators of abuse, neglect, coercion, financial abuse and controlling behaviour.
- Apply appropriate risk assessment, safeguarding and safety planning approaches.
- Understand the interface between domestic abuse, adult safeguarding and mental capacity.
- Identify relevant support, referral and signposting options.

9. Working with Trauma: Boundaries, Resilience and Professional Sustainability

Aim: To help frontline teams understand the impact of trauma-exposed work and develop realistic strategies to sustain safe, ethical and resilient practice.

Learning objectives:

- Define self-care, resilience, vicarious trauma, secondary trauma and burnout.
- Recognise common responses to trauma exposure within frontline work.
- Identify personal, team and organisational factors that increase pressure or reduce resilience.
- Use practical strategies to maintain wellbeing, boundaries and reflective practice.
- Understand the role of supervision, peer support and safe escalation routes.
- Develop realistic actions that can be applied within the team.

10. Practical Safety Planning: Housing, Legal Options and Survivor-Led Support

Aim: To improve practitioners' confidence in supporting survivors through practical safety planning and informed discussion about available support and protection options.

Learning objectives:

- Develop survivor-led safety plans that address immediate and longer-term risk.
- Recognise when safety planning requires urgent safeguarding or police involvement.
- Identify housing options and key considerations for survivors who stay, leave or remain undecided.
- Explain relevant criminal justice and civil protection options in accessible terms.
- Signpost survivors to specialist domestic abuse and wider support services.
- Record advice, risk and actions clearly and proportionately.

11. Seeing the Harm: Children, Young People and Domestic Abuse

Aim: To build practitioners' confidence in recognising the impact of domestic abuse on children and young people and responding through appropriate safeguarding and support pathways.

Learning objectives:

- Understand how domestic abuse can affect children and young people emotionally, physically, developmentally and socially.
- Recognise that children may be victims in their own right and may experience harm even when not directly assaulted.
- Identify signs, disclosures and behaviour that may indicate exposure to domestic abuse.
- Use a trauma-informed and child-centred approach when responding to concerns.
- Apply a Think Family approach to risk, safeguarding and support planning.
- Identify appropriate referral and signposting options.

12. Sexual Abuse in Schools: Recognition, Response and Safeguarding Practice

Aim: To support school staff to recognise sexual violence and abuse, respond safely to disclosures and work effectively within safeguarding processes, including concerns involving harmful sexual behaviour.

Learning objectives:

- Define sexual violence, sexual abuse and harmful sexual behaviour in a school context.
- Recognise the impact of sexual abuse on children and young people.
- Identify barriers to disclosure and help-seeking.
- Respond safely, calmly and appropriately to disclosures or concerns.
- Understand safeguarding responsibilities, recording expectations and referral routes.
- Work appropriately with young people who have exhibited harmful sexual behaviour, while maintaining a clear focus on safety and accountability.

13. Adult Safeguarding Level 3: Capacity, Concern, Risk and Response (1 day)

Aim: To develop the knowledge, skills and confidence of practitioners who support adults at risk of harm to recognise, respond to and contribute effectively to safeguarding concerns, including multi-agency procedures, legislation and person-centred outcomes.

Learning objectives:

- Explain the six principles of adult safeguarding and define an adult at risk in line with the Care Act 2014.
- Recognise types and indicators of abuse, neglect and harm.
- Respond appropriately to safeguarding concerns, including disclosures.
- Raise safeguarding concerns and contribute to Section 42 enquiries.
- Apply relevant legislation and guidance, including the Mental Capacity Act 2005, consent, capacity and best-interests decision-making.
- Undertake basic risk assessment and contribute to risk management planning.
- Apply Making Safeguarding Personal, professional curiosity and a Think Family approach.
- Share information appropriately, maintain defensible records and escalate concerns where required.

14. Advanced Safeguarding Leadership: Complex Risk, Thresholds and Defensible Decisions (Level 4)

Aim: To provide experienced practitioners and safeguarding leads with the advanced knowledge, skills and professional judgement required to lead and oversee complex multi-agency safeguarding responses for children and adults at risk of harm.

Learning objectives:

- Critically understand the role of safeguarding leads or named professionals, including advice, supervision, challenge and escalation.
- Apply relevant safeguarding legislation and statutory guidance to complex children's and adults' safeguarding scenarios.
- Make and justify defensible decisions by balancing risk, proportionality, consent, capacity and information sharing.
- Analyse thresholds for intervention, including significant harm, adults at risk and whole-family risk.
- Lead or oversee robust risk assessment, risk management and multi-agency safeguarding responses.
- Apply professional curiosity and recognise disguised compliance, minimisation and system manipulation.
- Understand early evidence and risk capture, including Golden Hour principles, Achieving Best Evidence and forensic considerations.
- Manage professional disagreement, inter-agency conflict and escalation.
- Recognise and respond to complex and emerging forms of abuse affecting children and adults.
- Contribute to safeguarding reviews, governance, quality improvement, court processes and evidence-based professional reports.