

Safeguarding Bulletin

Safeguarding adults and young people at risk

ann craft trust
acting against abuse

October 2021

Issue 117

Bringing you the latest research and news on safeguarding adults and young people at risk.

Ann Craft Trust Team



Deborah Kitson

CEO



Charlotte Brooks

Marketing Officer



Lisa Curtis

Deputy CEO



Elliot Davies

Marketing Officer



Nicola Dean

Safeguarding
Adults in Sport
Manager



Richard Fletcher

Safeguarding Adults
in Sport Admin



Sarah Goff

Safeguarding
Disabled Young
People Manager



Ruth Ingram

Safeguarding
Adults in Sport
Manager, Wales



Julie Mather

Finance



Joanne Pell

Safeguarding
Adults in Sport
Manager



Nat Rock

Administrator



Catherine Sykes

Safeguarding Adults
in Unregulated Sport
and Activity Officer



Laura Thorpe

Safeguarding
Adults Manager



Kimberley Walsh

Safeguarding Adults in
Sport Manager

Trustees and Management Committee

Chair—Dave Marsland, Lecturer in Social Work

Sallie Barker, Chair of Safeguarding Adults in Sport Steering Group

Claire Bearder Training Consultant

David Charnock, Director of Equality Diversity and Inclusion, Queen's Medical Centre

Malcolm Dillon, Consultant

Rachel Fyson, Professor in Social Work

Tania May, GP

Rob Morgan, Management Accountant

Penny Standen, Professor of Health Psychology and Learning Disabilities

Suzanne Wilson, Consultant Clinical Psychologist

Patrons

Sir Roger Singleton

Kate Spicer

Ann Craft Trust Safeguarding Bulletin

July 2021

Issue 116

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Fiona Sherwood-Johnson, University of Stirling, from Issue 93, October 2015

Editor's Note—Deborah Kitson, CEO

Welcome to Edition 117 of the ACT bulletin.

Safeguarding Adults Week is nearly upon us, and in this bulletin you'll find information about the various events we'll be holding over the coming weeks.

The response this year has been amazing. I want to thank all those who have showed their support.

ACT's annual Safeguarding Adults conference is also coming up. There are a few places left, but bookings close on 4 November. So do get in touch if you haven't already reserved your place.

The conference is focused on grooming and exploitation. Expect talks on radicalisation, doorstep scams, predatory marriage, and much more.

You're also invited to our AGM. This year we're combining it with a seminar on online grooming from Rhiannon-Faye McDonald, Subject Matter Expert at the Marie Colling Foundation. You'll find details on how to join on the following page.

We are pleased to welcome Samyak Jain, a student from Nottingham University who is joining us to support our work over the next three months. As well as introducing himself, in this bulletin he's also written about 84SilenceNoMore, a campaign he

“

*The response this
year has been
amazing.*

”

helped start in secondary school focused on male suicide rates.

Finally, we have the latest news on our #SaferCultureSaferSport campaign, and how you can get involved. We are delighted by the number of organisations that have pledged their support and hope you will join us at the online seminar series planned in the coming months.

I hope you enjoy this bulletin and that we see you during the Safeguarding Week, whether at our events or at your own. Let's make this year's week even bigger than last year's.

Thank you so much for your ongoing support and for helping us get the message out there that safeguarding is everyone's responsibility.



You Are Invited to the ACT AGM
Plus: Online Grooming & Sexual Abuse
A Personal Account Seminar

Tuesday 16 November 2021

13:30

Join us for the ACT AGM to have your say about the future of the Ann Craft Trust.

This free online event will be followed by a seminar on online grooming and sexual abuse delivered by Rhiannon-Faye McDonald, Subject Matter Expert at the Marie Collins Foundation.

This seminar will explore questions such as, how does online grooming work? What barriers might people face in reporting online abuse? How can practitioners effectively engage with people subjected to online abuse?

For more information, and to book your place::

[Register Here >>](#)

New from the Ann Craft Trust...

An Introduction to Safeguarding Adults in Higher Education E-learning Programme!

Launches July 2021.

Designed in collaboration with university staff, the e-learning programme will:

- Explain how to spot the signs of abuse.
- Discuss your role in responding and reporting harm or abuse.
- Provide interactive case studies that encourage you to consider your role in keeping people safe on campus.
- Provide certification to document your participation.

Special Offer!

Get 50% off our Introduction to Safeguarding Adults in Higher Education E-Learning Programme!

Despite the high volume of people experiencing harm and abuse in a university context, our conversations with university staff suggest many have not received safeguarding training.

Therefore, many staff members feel they would struggle to spot the signs someone is experiencing abuse or find it challenging to know how to respond to a disclosure effectively.

The e-learning course is designed to be completed at your own pace, providing links to free resources and support, to ensure that everyone has the basic knowledge to fulfil their safeguarding role on campus.

Just use the code **HEEM when purchasing your course.**

[Register Here >>](#)

Offer ends 21 November—Don't Miss Out!

Grooming and Exploitation: Opening Eyes and Minds Conference

Thursday 18 November 2021

Crowne Plaza, Nottingham

09.30-16.00

#SafeguardingAdultsWeek



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Grooming and Exploitation: Opening Eyes and Minds Conference

BOOKINGS CLOSE 4 NOVEMBER!

**If you've not booked your place yet, act
now to avoid disappointment!**

As part of [Safeguarding Adults Week 2021](#), we are delighted to host our annual Safeguarding Adults Conference.

This year, the Ann Craft Trust are collaborating with [Small Steps](#), [Operation Repeat](#) and Daphne Franks who leads the campaign [Justice for Joan](#), to bring you a unique training opportunity which seeks to raise awareness of how adult grooming can be experienced across the life course.

Objectives

The conference will explore forms of grooming and exploitation that adults are increasingly at risk from, but in many sectors are rarely discussed.

- **You will** go away feeling more confident about spotting the signs of adult grooming and how to make referrals.
- **You will** feel more confident about having difficult conversations to facilitate early intervention should you suspect someone is at risk of adult grooming.
- **You will** develop a greater understanding of how adults could become at risk from grooming and exploitation.
- **You will** learn how organisations and practitioners can adapt their practice to safeguard and support adults at risk of grooming and exploitation.

The conference will contribute to continued professional development for professionals and volunteers working with adults at risk across a range of sectors. Delegates will be provided with certification to document their attendance at the conference.

Our Speakers

Professor Todd Landman is a Pro-Vice-Chancellor at the University of Nottingham and will be chairing this event. Alongside his role as Pro-Vice Chancellor, Todd is Executive Director of the Rights Lab, where he is involved in carrying out research on ending modern slavery. Todd's current work on modern slavery includes engagement with organisations such as the Cabinet Office, the Home Office, the Foreign and Commonwealth Office.

Daphne Franks is our keynote speaker. Daphne set up the campaign 'Justice for Joan', after her Mum became a victim of predatory marriage at the age of 91. Daphne is dedicated to putting protection in place for all those who lack the mental capacity to marry and to safeguard others from abuse and exploitation.

Daphne is currently working with the Ann Craft Trust and the University of Nottingham as part of the research project 'My Marriage My Choice'. The research aims to raise awareness of predatory marriage and is lobbying to change the law so that marriage no longer automatically invalidates a pre-existing will.

Small Steps is an organisation run by former members of far-right organisations who have rejected violence and far-right narratives. They are now committed to exposing and eradicating far-right extremism in the UK.

Operation Repeat works in partnership with Community Police teams and Trading Standards to raise awareness of Doorstep Crime and Scam offences to members of the public who are at risk of becoming, or are already targets, of criminals who trade in this manner.

Programme

The event will include a keynote session, breakout sessions and the opportunity to share best practice and ask questions. We have published a [DRAFT programme for the day](#). This may be subject to change. We will publish a confirmed programme in the next month. .

Who Can Attend the Conference?

This conference is for anyone wanting to learn more about adult grooming.

Anyone could be at risk of grooming and exploitation regardless of their age, characteristics and personal circumstances. Therefore, it is vital that all organisations and individuals are aware of how to spot the signs and how to respond. Safeguarding is everyone's business.

People working in safeguarding, police personnel, health and social care, religious organisations, the third sector,

sport and activity and the private sector would all benefit from this event. The conference is suitable for those already in a safeguarding role alongside those with no prior knowledge of grooming and exploitation.

If you are unsure if the event is right for you, [please get in touch with our friendly team to find out more!](#)

The Venue

The Conference will take place at the [Crowne Plaza Hotel in Nottingham](#).

We are currently planning to hold this event face to face. The hotel has enhanced cleaning policy during this time and does operate under the [IGH Clean Promise](#).

We will alter the format of the event and put additional measures in place in line with government guidance should things change in November.

Address: Crowne Plaza, Wollaton Street, Nottingham, NG1 5RH, United Kingdom

There is free parking available for delegates at the hotel. The hotel is a ten-minute walk from Nottingham railway station and approximately three-minute walk from the 'Centre Royal' Tram Stop.

Costs

The event is £175 per delegate. This includes refreshments, lunch, car parking at the venue and access to all sessions on the programme.

You will be able to cancel your place free of charge within twenty-eight days of the event taking place. If you cancel with less than twenty-eight days' notice, we will charge you a cancellation fee, however you will be able to send another delegate from your organisation in your place.

Should the format of the event change e.g. if we are required to move the event online, we will amend the cost to reflect this.

Book your place!

We do have limited places on this event and we anticipate a high demand. Please book early to avoid disappointment.

[Head here to book your place](#)

PLEASE NOTE: Bookings close on 4 November, so book now to avoid disappointment!



Listening to the Whole Family

Safeguarding Disabled Children and Young People Training

Tuesday 9 November

9.45 —13.00

Explore the need for early support and a whole family approach when working with disabled children, young people, and their families.

- This course will draw upon the experiences of disabled children and young people and their families with a focus on lived-experience and voice.
- The training includes discussions of key learning from serious case reviews and practice learning reviews, drawing upon recent research and policy as a basis for good practice.
- This course will also explore examples of good practice to support practitioners with the challenges they face in their roles.

For more information, and to book your place: [Register Here >>](#)

National Safeguarding Adults Week 2021

15 – 21 November 2021

#SafeguardingAdultsWeek

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Not long to go now!

Safeguarding Adults Week 2021 takes place 15 – 21 November.

It's an opportunity for organisations to come together to raise awareness of important safeguarding issues. The aim is to highlight safeguarding key issues, facilitate conversations and to raise awareness of safeguarding best practice. So we can all be better together.

Each day we'll be focusing on a different safeguarding theme. You can learn more about the week's themes [here](#).

Below are some resources to help you raise awareness and start vital conversations online. We'll be updating this page in the months leading up to the week. So do check back periodically – or sign up to receive email updates [here](#).

Safeguarding Adults Week 2021 Posters

To give a short introduction to the various safeguarding themes, we've prepared posters for each day of the week:

- [Emotional Abuse and Safeguarding Mental Health](#)
- [The Power of Language](#)
- [Digital Safeguarding](#)
- [Adult Grooming](#)
- [Creating Safer Cultures](#)
- [Safeguarding and You](#)

Social Media – Tweet Templates and Ideas

We've created a list of ideas you might share on social media throughout the week, with some tweet templates to get you started.

[Download our Twitter campaign starter pack here.](#)

Social Media – Graphics

We've also created graphics for Twitter, Instagram, LinkedIn, and Facebook. You can couple these graphics with the tweet suggestions we linked to above. You can also use them to accompany your own resources.

You can download these graphics, along with all of our other Safeguarding Adults Week 2021 resources, [here](#).

In the coming months we'll be updating this page with additional resources, as well as links to useful resources from other organisations.

[So bookmark this page to stay updated!](#)

Or, [sign up to receive Safeguarding Adults Week resources by email.](#)

Are there any resources you'd like to create? [Please get in touch and let us know.](#)

How Can You Support Safeguarding Adults Week 2021?

There's no one way to support Safeguarding Adults Week. Each day of the week we'll focus on a different safeguarding theme. These themes are broad, and each one covers many different areas of focus.

Plus, these themes are not exhaustive. Our

aim is to highlight certain causes, and to start some vital conversations. But if you want to use Safeguarding Adults Week to talk about a different aspect of safeguarding, please do so!

Here are five ways you can support Safeguarding Adults Week:

1. **Sign up** to receive your free Safeguarding Adults Week resources from the Ann Craft Trust! We'll email you free electronic resources throughout the year.
2. **Book onto** one of our [e-learning courses](#) or the Ann Craft Trust Conference (details to follow!) to develop your safeguarding knowledge.
3. **Share** our free podcasts, posters and resources within your organisation, or create your own, to raise awareness of safeguarding issues.
4. **Use** the hashtag **#SafeguardingAdultsWeek** on social media to tell the online community about your safeguarding initiatives.
5. **Learn** how to [recognise the signs of abuse](#) and how to record and report your concerns.

Need Some Inspiration?

Want some inspiration on how you can support Safeguarding Adults Week?

We've been asking organisations to tell us their plans for the week.

Northumbria Healthcare NHS Foundation Trust told us they plan on setting up a “market stall,” so they can discuss key safeguarding issues face-to-face with the public.

Leicester County Bridge Club are in the process of creating an adult safeguarding policy to link in with their current Conduct and Disciplinary policy. They’re going to use Safeguarding Adults Week as an opportunity to increase their knowledge and awareness. So they’re going to take advantage of our [eLearning courses](#), while sharing our podcasts, posters and other resources within their organisation.

Independent Age plan on developing their [Digital Safeguarding](#) resources, and to share their learning with the wider community. They also plan on launching a wellbeing process for Domestic Violence in the workplace, while developing an internal safeguarding culture promoting confidence and autonomy within their organisation.

If you’d like further ideas on how you could support Safeguarding Adults Week 2021, [take a look at our review of last year’s event](#). It includes the sort of organisations that got involved, the sort of content they created, and the sort of messages they put out.

Some organisations even showed their support by lighting up buildings in their area in green or purple. So when planning

for Safeguarding Adults Week 2021, don’t be afraid to think big!

And once more, you can [sign up to receive Safeguarding Adults Week resources by email](#).

The Power of Language in Safeguarding Practice

Charlotte Brooks, Marketing Officer, ACT



Through verbal and written communication, language is embedded within our daily lives.

Yet language is not neutral. Through our use of language, whether consciously or unconsciously, we can exacerbate existing inequalities.

It is important that we take the time to reflect on the language we use and the impact this might have on those around us. This could be in an employment setting or relate to the language we use within our network of friends and family.

Language and Safeguarding

From a safeguarding perspective, language is crucial.

As people working within the safeguarding sector, it is important that we consider the terminology we use and explain any 'jargon' and complex terminology to ensure that people understand what safeguarding is and what their role is if they have any concerns.

Different agencies and professions have different ways of understanding and describing needs and thus a complex range of terminology and acronyms are often used. If this terminology is not

explained, it can mean that other professionals and the people and families we work with, feel disempowered and excluded, which in turn, may harm partnership working and ultimately affect outcomes and wellbeing.

The language used within safeguarding can change regularly. In response the [NCVO](#) has developed a helpful guide of the phrases that are commonly used.

For practitioners supporting children and adults, using appropriate language will highlight that you understand their experiences and may encourage someone to disclose harm and abuse or access support.

How can we De-Stigmatise Language?

If the words used by 'professionals' imply hierarchy, moral superiority or suggest victim-blaming, this could have a stigmatising impact. Choosing neutral terminology or shifting phrases to describe the abuse or harm that has occurred, rather than blaming the victim, can make a huge difference in increasing inclusivity within safeguarding practice.

[Vojack \(2009\)](#) suggests the words 'person' 'or individual' could be used instead of 'client', 'patient' and 'recipient'. Better yet, the actual names of people may be used instead of assigning categories and labels. These changes reduce the hierarchy

within the language that is used.

The Children's Society and Victim

Support recommends avoiding using terms such as '*the young person has been contacting adult males/females via phone or internet*', when discussing the exploitation of young people. This phrase implies that young person is responsible for the communication, rather than reflecting the abusive context. Instead say '*adults have been contacting the young person*' or '*the young person may have been groomed*'.

Sporting Equals suggests avoiding using terms such as 'hard to reach' as this implies individuals choose not to engage and fails to recognise the structural inequalities and barriers people may encounter. Instead, phrases such as 'underrepresented communities' or 'communities that face barriers to participation'.

Using Language to Describe Individuals

Everyone is different. Therefore, it is important that you ask the people you are communicating with how they would like to be referred to or described. For instance, [research](#) by the National Autistic Society and Mind found that some people preferred the use of identity-first language (i.e. being referred to as an autistic person), whilst others preferred the term 'a

person with autism' as they felt autism only made up one part of their identity.

Additionally, there has been a growing concern about the terminology used to describe people impacted by racial discrimination.

[Sporting Equals](#) recommends using terms such as 'racially diverse communities' or using phrases such as 'a person with Indian heritage' to be specific about who you are describing.

Finally, research by [Scope](#) found that many people feel uncomfortable speaking to people with disabilities. In response, they have developed suggestions for appropriate language. Scope encourage people to use terms such as 'disabled people/person', 'people with a learning difficulty' or 'a wheelchair user' as opposed to describing someone as 'wheelchair bound'.

Language is Always Evolving

The language we use changes regularly. This happens as new laws come into place and when the sector realises language can be improved to represent people more accurately or to cause less harm.

This blog aims to raise awareness on the importance of language within safeguarding and suggestions some examples of how changes to language

could promote inclusivity.

It is important that we continue to reflect on the language we use and develop our practice, to increase accessibility for all.

If you have any resources that support organisations or practitioners to adapt their language, please [get in touch!](#)



The Power of Language

Safeguarding Adults Week Free Seminar

Friday 19 November 2021

10:00– 11:00

This free seminar will take the format of an informal discussion, encouraging delegates to reflect on the language that they use within their sector and whether this can be adapted to minimise hierarchy and promote participation and inclusion.

- **How** can acronyms be a barrier to participation and inclusion?
- **How** can we use language to ensure that everyone understands their role in safeguarding and can collaborate effectively?
- **What** is appropriate language and what do we need to think about in deciding that?
- **How** can we de-stigmatise language?

For more information, and to book your place::

[Register Here >>](#)

Improving Mental Health Talking Therapies for Autistic Adults and Young People

Charlotte Brooks, Marketing Officer, ACT

The [National Autistic Society](#) and [Mind](#) have collaborated to produce a good practice guide for professionals delivering talking therapies for autistic adults and young people.

Autism is not a mental health condition, but many autistic adults and children develop mental health problems and too many reach crisis point avoidably. This is often because community mental health services are not adapted to support the needs of people with autism.

The [Good Practice Guide](#) incorporates the views of people with autism, their family members and mental health professionals to explore how mental health talking therapies can be better for autistic people.

Sarah Goff, ACT's Safeguarding Young People Manager, said: *"The Ann Craft Trust welcomes this fantastic resource created by the National Autistic Society and Mind. This guidance encourages professionals and organisations to explore how they can adapt their services to ensure their practice is accessible for all."*

Recommendations

The good practice guide offers many practical suggestions for how talking therapies can better respond to the needs

of autistic people. Below are just a few examples.

- **Consider your language.** Ask the person you are working with if they prefer to be referred to using identity-first language (i.e. as an 'autistic person'), or as a 'person with autism'.
- **Prioritise communication.** The research has found that autistic people are more likely to experience anxiety. Therefore, being unsure of the structure of the session or delays to the appointments could increase stress. Be clear about the purpose of the session, explain your role and set out what will happen at the appointment. Communicate any changes to the planned timings.
- **Adapt your approach.** Ask the person you are working with about their preferred method of communication. For instance, would it be helpful if you provided a paper and pen so they could write things down, or engage in an activity such as drawing or walking as you talk.

[To learn more download the 'Good Practice Guide: For Professionals Delivering Talking Therapies for Autistic Adults and Young People'.](#)

You can read an excerpt from the guidance on the following page.

Executive summary

**Good practice guide for
mental health professionals**



The most important things you can do

Across your service:



- ✓ improve autism understanding for all staff through training
- ✓ make the physical environment in both waiting and therapy rooms less overwhelming
- ✓ think about ways you can all change the way therapy is delivered in your service to make it more autism-friendly
- ✓ provide additional support to autistic clients
- ✓ ask for and use feedback from your autistic clients
- ✓ make sure the information about your service is autism-friendly, clear, concise and specific
- ✓ explain the different therapy delivery types you can offer and give your client a choice about what works best for them.

In therapy sessions:



- ✓ make sure the therapy room isn't overwhelming
- ✓ use simple, plain language
- ✓ give time for autistic people to process information and answer questions
- ✓ ask them if they would like someone close to them to be involved in sessions
- ✓ support them to be able to label their own feelings and emotions
- ✓ try to integrate autistic people's interests if that will help them
- ✓ note down what you have covered and share this with the autistic person.

Good Practice Guidance on Working With Parents With Learning Disabilities

The Working Together with Parents Network (WTPN) have published a new version of their Good Practice Guidance on Working With Parents With Learning Disabilities.

It explores the key features of good practice, with lots of examples.

It also includes some essential takeaways from a meeting with parents with learning disabilities in Bristol.

Following this, the guide focuses on good practice where safeguarding procedures are necessary.

Finally, the guidance explores good practice in commissioning.

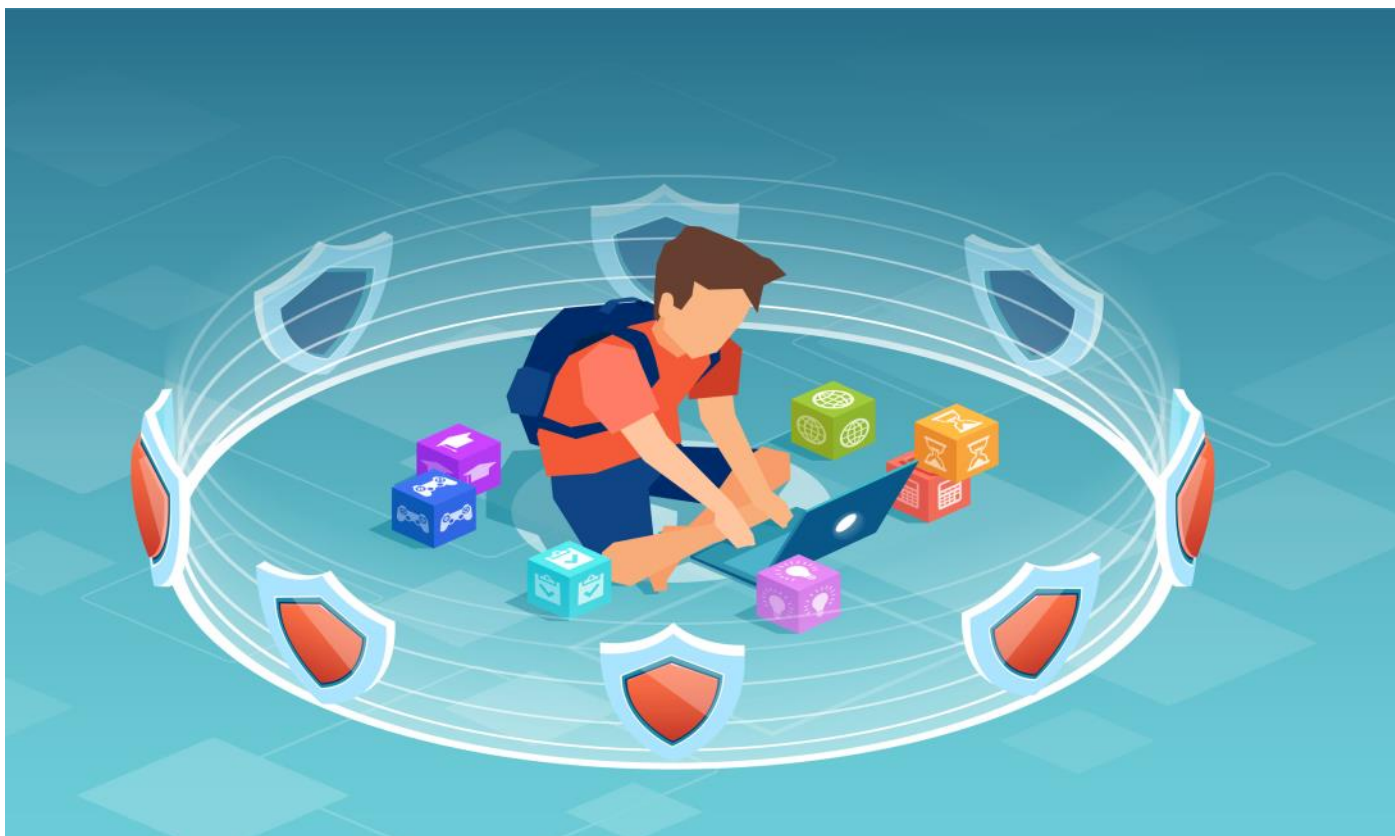
Essential Guidance for Everyone

This good practice guidance is not just for professionals involved in child protection proceedings.

It contains useful information for *anyone* working with a family affected by parental learning disability. This also includes situations where no child protection issues have been formally raised. You can access the guidance [here](#).

Working With Parents With Learning Disabilities – Other Resources

- **ACTing to Support Parents.** The Home Office Family Support Grant Programme's research project aims to develop a comprehensive support scheme for parents with learning disabilities. [Learn more.](#)
- **Making The Difference: Supporting Parents With Learning Disabilities.** A three year pilot project looking at the support needs of parents with learning disabilities. [Learn more.](#)
- **Supporting Parents With Learning Disabilities – Training.** This course considers the needs of children with parents with learning disabilities. But at the same time, it also explores the needs of the parents with learning disabilities for appropriate help and support. [Learn more.](#)



Sexual Exploitation and Abuse

Working With and Understanding the Needs of Young People With Diagnosed and Undiagnosed Learning Needs, and their Experiences of Trauma and Abuse

Friday 26 November 2021

This online course is about developing awareness of child exploitation, and learning disabilities and difficulties.

This course will explore the combined challenges faced by children and young people with learning needs, or who may have autism or development delay, who have experienced trauma.

We will explore how young people with learning needs are seen and understood. We will also look at how we might pick up indications that a young person is being pushed around, at online risks and at how harm may be discovered or come to light and our role in this.

For More Information and to Book Your Place:

[Register Here >>](#)

Improving Responses to the Sexual Abuse of Black, Asian and Minority Ethnic Children

Charlotte Brooks, Marketing Officer, ACT



New research commissioned by the [Centre of Expertise on Child Sexual Abuse](#) and Bedfordshire's Institute for Health Research, has been exploring how to address knowledge gaps around professional practice in supporting children from Black, Asian and minority ethnic backgrounds who are at risk of, or experiencing, child sexual abuse.

Research has found that levels of child sexual abuse do not vary significantly between social class or ethnic group, but children from Black, Asian and minority ethnic backgrounds are under-represented in official reporting of child sexual abuse.

Possible reasons for this under-representation include particular difficulties faced by these children in disclosing the sexual abuse they have experienced, and agencies' resistance to acknowledging that they can be victims of abuse.

Key Findings

These findings were developed from interviews with 16 professionals working in the voluntary sector and local authorities in England. All the interviewees had expertise in working with children from Black, Asian and minority ethnic backgrounds who had experienced child sexual abuse.

Below is an overview of some of the key findings which highlight the barriers to disclosure of child sexual abuse and how such barriers could be overcome. Further details about the findings and recommendations for professionals can be found in the [full report](#).

Barriers to Disclosure

Some victims and survivors of child sexual abuse, for instance those in South Asian Muslim and Haredi Jewish communities, may be less able to name their experience as abuse because of a lack of knowledge about sex and consent; limited access to online sources of information was felt to contribute to this.

Even where a child knows they have been sexually abused, interviewees said, they may not tell anyone because they fear their parents and community will disbelieve or refuse to accept their disclosure. This fear – observed by interviewees in ultra-Orthodox Jewish and South Asian Muslim communities – was thought to be greater if the perpetrator holds a position of power in the community.

Interviewees believed that disclosure of child sexual abuse may be particularly difficult in ethnic communities living in extreme poverty, and that families with an uncertain immigration status are unlikely

to seek help or support following child sexual abuse because they fear deportation.

Interviewees discussed how racist dominant narratives about Black, Asian and minority ethnic communities affect the delivery of support for victims of child sexual abuse. For instance, narratives that consider risks only in terms of forced marriage or honour-based violence for South Asian girls and women can result in signs of child sexual abuse being missed.

Similarly, Black and Asian boys and young men are often criminalised and they typically come to services' attention because they have committed offences or displayed harmful sexual behaviour, with no recognition that this may indicate they are victims of child sexual abuse.

Overcoming Barriers

The research explored what good practice looks like and how professionals and organisations could overcome the barriers faced by racially diverse communities in disclosing child sexual abuse.

Building trust in the community was seen as essential by interviewees, alongside reassuring people that their disclosure would be treated with confidentiality.

Raising awareness of what healthy relationships look like and how to stay safe

online is important when working with young people. From 2019, it is compulsory for school students in England and Wales to attend sessions on healthy relationships.

Interviewees also highlighted the importance of raising awareness about how to recognise and respond to concerns about child sexual abuse when working with parents and religious or community leaders.

Interviewees who were not from the same ethnic background as their service users discussed the importance of learning about the service users' culture. This enabled them to provide better support.

[Download the full report here](#)



Is It Abuse or Poor Practice? Safeguarding Adults Training

Wednesday 17 November 2021

This course will explore the fine line that exists between abuse and poor practice, challenging some of the preconceptions that exist around these definitions.

We'll draw from a series of case studies to encourage attendees to discuss and explore the possible outcomes or actions that need to be taken across a range of situations when striving for safeguarding best practice.

We'll discuss how and when to report safeguarding concerns, and we'll also explore safeguarding adults in relation to the Care Act (2014), the Mental Capacity Act (2005) and other relevant guidance and legislation.

For more information, and to book your place::

[Register Here >>](#)

New Animations Promoting Key Safeguarding and Wellbeing Issues



Two new animations aim to promote some vital safeguarding and wellbeing issues.

Tricky Friends aims to help people with learning disabilities understand true friendship.

Produced by Norfolk Safeguarding Adults Board (NSAB), the three minute animation helps people to understand what good friendships are, when they might be harmful, and what they can do.

This animation is part of a wider project to raise awareness of key issues such as exploitation, county lines, and cuckooing.

To introduce the new animation, NSAB said:

“It is important that people with learning disabilities and autism can make and maintain friendships. We want to help them to do this. We also want to reduce the risk of harm and exploitation in groups who may be less able to recognise the intentions of others.”

You can watch *Tricky Friends* [here](#).

What’s Up With Everyone?

What’s Up With Everyone is a series of animations by Aardman and The University of Nottingham focusing on issues affecting young peoples’ mental

health.

The animations cover topics including perfectionism, loneliness, isolation, competitiveness, independence and social media.

The animations are coupled with phrases that might strike a chord with any young person struggling with their mental health:

“EVERYONE ELSE SEEMS TO FIT IN SO EASILY. I FEEL SO ALONE.”

“I DIDN’T GET THE GRADES I WANTED, I’M SUCH A FAILURE..”

“I’M SO STRESSED, TRYING TO BE THE BEST AT EVERYTHING..”

“WHY DON’T I LOOK LIKE THAT ON INSTA?”

“THERE ARE JUST TOO MANY DECISIONS TO MAKE.”

Each animation lasts less than a minute, and you can watch a playlist of the whole series [here](#).



SHARE: Consent, Confidentiality and Information Sharing in Healthcare and Suicide Prevention



Consent, confidentiality and the sharing of information, both between agencies and with families and carers, is one of the most complex yet vitally important aspects of mental healthcare.

Best practice in this area will not only produce better outcomes but may also avert serious incidents and tragedy.

Guidance for Practitioners

The [Zero Suicide Alliance](#) have produced new '**SHARE**' guidance to support practitioners in mental healthcare and suicide prevention, to ensure practitioners are aware of both the importance of sharing information and the legal and ethical justifications for doing so.

SHARE means:

- **Seek** consent to share information.
- **Have** regard to the law, rules and regulations.
- **Always** act in the patients' best interests.
- **Record** all discussions and activities.
- **Ensure** service user confidentiality is respected.

The guidance includes a range of clinical situations and advice about when it is and is not appropriate to share information. These real-life scenarios are incredibly useful in initiating conversations and developing best practice in relation to sharing confidential information.

[Access the 'SHARE' guidance here.](#)

Safer Online Lives: Internet Use and Safety for Adults with Intellectual Disabilities

Jessie Newsome, Research Assistant, Safer Online Lives, Tizard Centre, University of Kent.



Safer Online Lives is an NIHR School for Social Care Research (SSCR) funded study, exploring the online experiences of adults with Intellectual Disabilities.

Many people with intellectual disabilities (ID) have internet access and use social media. Even though the internet use can be very positive, it also comes with risks, such as cyberbullying and exploitation. There is limited research raising the issue of internet use and online safety for this vulnerable population. More research is needed on the positive aspects, as well as the barriers, that this

population experiences while online, and the way that social care professionals and family carers respond to online safety issues.

We want to make the internet a safer, more inclusive, and more accessible place for adults with ID, and reduce the risks associated with internet use.

We want to promote independence, and the use of the internet for the opportunities and benefits that it can offer.

The Research Project

We are doing an exploratory, mixed methods study, using both qualitative and quantitative approaches. We are also working with the School of Computing and Cyber-security at the University of Kent, to develop an interactive, mobile app about online safety. The study has a number of different elements, including:

- **Surveys** for adults with Intellectual Disabilities, family/paid carers and practitioners with a safeguarding element to their role.
- **Interviews** with adults with Intellectual Disabilities.
- **Focus Groups** with carers and practitioners.
- **A 'Think Aloud' study** with adults with Intellectual Disabilities, to understand their thought processes and navigation of issues, while online.
- **An Observational study** with adults with Intellectual Disabilities, observing their interaction with our bespoke mobile app, and the virtual online scenarios presented.

The study will conclude in September 2022. We will then share our findings through presentations, publications, reports, training and dissemination events. Based on the findings of the present research, we hope to be able to do follow-up studies in the future, to create interventions and resources for online safety.

How Can You Participate in the Research?

There are two surveys as part of the project. The first is aimed at adults with ID and the second is aimed at carers and professionals. If you would like to take part in the surveys, the links are available below:

[Survey for adults with ID.](#)

[Survey for carers and professionals.](#)

Contact the Research Team:

Email: p.Triantafyllopoulou@kent.ac.uk or saferonlinelives@kent.ac.uk

Phone: 01227 824784

Connect with us on Twitter! @IDSaferonline

For more information, visit our [website.](#)

You can also watch a short video about this project [here.](#)

Introducing Samyak Jain, Our New Student Intern Supporting Safeguarding Adults Week



Hello and welcome to my introductory blog!

My name is Samyak Jain. I was born in Delhi, India, but I've lived in Birmingham for most my life. No, I don't have the accent!

I'm in my first year at the University of Nottingham studying Pure Economics. Growing up I loved water sports so much that I decided to join school teams and become a voluntary swimming teacher and lifeguard for my local club.

I am doing a 10-week placement as the new intern at the Ann Craft Trust. My role is to help the marketing team promote [Safeguarding Adults Week](#).

I have done some similar work myself in my secondary school, where I co-founded a committee called 84SilenceNoMore. We raised awareness about mental health and suicide prevention through social media and other school events.

As well as helping promote Safeguarding Adults Week, I will also help to run the [ACT Safeguarding Conference](#).

I am really looking forward to being a part of the marketing team and help safeguard adults at risk. I am committed to getting involved and help wherever I can, making sure I do my part in tackling these social matters.

84SilenceNoMore—Addressing Male Suicide Rates

Samyak Jain, Pure Economics Student, University of Nottingham



Samyak Jain is our student intern, who's here to help us promote Safeguarding Adults Week. We asked him to write about 84SilenceNoMore, a campaign he helped start in secondary school.

I first became aware of the problem of the rate of men's suicide when Kristian Cholmondeley visited us to discuss suicide prevention. He's a passionate campaigner about mental wellbeing and suicide prevention who works both within companies and local schools.

His presentation and story inspired me. So with the help of some of my friends, we started a committee in our school to raise money towards suicide prevention, in

partnership with [CALM](#). We called our project **84SilenceNoMore**.

What Does 84SilenceNoMore Mean?

We started our project in 2019. At that time, 84 men per week lost their lives to suicide in the UK. That's 4,368 men a year.

"Silence no more" is our slogan. We don't want people to sweep this issue under the rug. We want men to be able to talk openly about any issues they are having instead of bottling it up.

Our aim is to raise £20,000 for CALM. To do this, our main plan was to get 1,000 people across the schools of the King Edwards foundation in Birmingham to run 6 km in

Canon Hill Park in March 2020. To reach our target, we just needed each person to raise £20!

A run seemed to be the most inclusive activity for all ages, genders, and abilities. We also planned on executing a variety of smaller scale activities in the build up to the main event.

84SilenceNoMore – The Campaign

Our project officially started in November 2019. The committee split into different teams, to build and grow our campaign and to spread awareness as much as possible.

I was part of the marketing and social media team. My role was to schedule and write posts for our Instagram page, all focused on male suicide and suicide prevention.

Some of our posts featured speakers talking about their experiences with suicidal thoughts or their stories of losing close ones. Others featured signs and symptoms to look out for in a friend, and the correct and incorrect ways to support them.

For example, do you know the difference between toxic positivity and genuine optimism?

Which of these phrases below do you think are genuine optimism?

- Being negative won't help you!
- Good vibes only!
- You'll get over it!
- Other people have it a lot worse!
- Smile, crying won't help!
- Just stay positive!

All of these are in fact examples of toxic positivity.

Instead of saying "just stay positive", be more open and active with your friend. You might instead say something along the lines of: "Things are tough right now, do you want to talk about it?"

Offline Events

We also posted about events that we planned in school, such as cake sales, a carol service, raffles, and other activities.

By Christmas, after about one month, we managed to raise just under £1,500 from these activities. You can learn more about this on our [Twitter](#) and [Instagram](#)!

After Christmas, we started to really work on our main event: The 6 km run in March. We planned on sending two members of the committee to each of the Birmingham schools in the King Edwards Foundation to deliver assemblies about our campaign, where they'd raise awareness and sign

people up.

However, this is where we faced our first big challenge: Lockdown.

As the government introduced their restrictions, a big event with 1,000 people was no longer possible.

We first decided to continue with all our plans but change the date of the run to late October 2020. Lockdown might be over by then, we thought. Boy, were we wrong!

We realised that large scale events will not be possible any time soon. So we decided to only host a run with the pupils of our school. We'd set a date, and we had lots of enthusiasm and sign ups from the pupils of King Edwards VI Camphill School for Boys. But by the time November came, there was another national lockdown for four weeks. So we decided to wait out the pandemic before deciding any other dates, thinking that pupils might lose interest if we keep rescheduling.

However, by the time I got to the end of sixth form, in June 2021, things hadn't got any better. So we decided to hand down the project to the year below us. I hope they have more success in organising the run than we did.

But even without the run, so far we have raised around £1,700.

These Issues Haven't Gone Away

Throughout this project, I have learned a lot about the issues surrounding mental health, as well as the importance of raising awareness about suicide and its prevention.

I realised that, before this project, I unintentionally used toxic positivity to support my friends when they needed help – simply because I didn't know what else to say. But this campaign has helped me to realise what was wrong with my support method. I now have a better idea of how to support someone who's struggling.

Even though many of our plans fell through, I believe that our project has succeeded in raising awareness about these key issues. I am particularly proud of our efforts as a committee to plan the run, as well as the carol service and Christmas Jumper Day, which raised £1,300.

If you want to learn more about 84SilenceNoMore, you can check out our socials below. And if you wish to donate to the cause, I have linked our JustGiving page below too!

- [**Donate to the 84SilenceNoMore project.**](#)
- [**Instagram.**](#)
- [**Facebook.**](#)
- [**Twitter.**](#)



Safeguarding Adults at Risk Training for Managers and Safeguarding Leads

This online course will explore the roles and responsibilities of managers in terms of safeguarding adults at risk.

We'll cover best practice, the expectations of regulators, and the lessons we learned from our safeguarding adults reviews.

Each course takes place across three sessions, lasting from 10.00 am—12.00 pm with a 15–30 minute working break:

Tuesday 16 November—Tuesday 23 November 2021: [Register Here >>](#)

Wednesday 12 January—Wednesday 19 January 2022: [Register Here >>](#)

Wednesday 16 March—Wednesday 23 March 2022: [Register Here >>](#)

#ACTSafeguardingHour

Every Wednesday

12.00—1.00 pm

@AnnCraftTrust

ann craft trust
acting against abuse

Do you have any questions or concerns about Safeguarding?

Join us for **#ACTSafeguardingHour**—every Wednesday on Twitter, 12.00—1.00.

This is an opportunity to discuss safeguarding matters with an online community of practitioners.

For more information, find us on Twitter:

[@AnnCraftTrust](https://twitter.com/AnnCraftTrust)

The #SaferCultureSaferSport Online Seminar Series

Join the
#SaferCultureSaferSport
Campaign

ann craft trust
acting against abuse

What Makes a Safer Culture?

This series of online seminars supports our [#SaferCultureSaferSport campaign](#). In

the sessions, we will discuss how organisational culture forms the basis for achieving best practice in safeguarding.

This will challenge you to move beyond compliance, or a 'tick box' approach to safeguarding in sport and activity. Instead, you can work towards recognising challenges and critiquing your own organisational culture.

The first seminar in this series took place on Wednesday 13 October 2021. The focus was on What Makes a Safer Culture?

The second seminar in this series will take place on **Friday 3 December 2021**. The focus this time is on **What Makes an Inclusive Culture**.

In this seminar we will discuss how creating an inclusive culture within your organisation can help achieve best practice in safeguarding.

Our aim is to challenge your

understanding of inclusive environments. So we hope to encourage you to look inwards at your own organisation and its practices, ensuring that inclusive mindsets are embedded throughout.

But there is more to working to a safer and more inclusive culture than looking at your policies and procedures. Your objective should be to help people move away from the view that safeguarding is all about labelling and paternalistic protection.

What will this seminar cover?

What do we mean by an 'inclusive Culture' within an organisation? And what do organisations need to do to create safer, more inclusive cultures?

- **Removing the labels:** Are all people with impairments "vulnerable"?
- **Permitting authenticity.**
- **A person-centred approach.**
- **Vulnerability vs Risk.**
- **What do we need to think about to get to an inclusive, safer culture?**

Who is this seminar for?

This seminar is for anyone interested in creating organisational change in their sport and activity setting, whether at a national, county, local or club level, including:

- CEOs.
- Workforce development staff.
- Board members.
- Lead Safeguarding Officers.
- Welfare Officers.
- Athletes and participants.

You can book your place at this seminar [here](#).

Further details on each of the upcoming seminars will be available on our website as soon as we've confirmed dates. [So keep an eye on our events page](#).

If you would like to receive the information directly to your inbox, you can sign up to the monthly [Safeguarding Adults in Sport and Activity emails](#).

#SaferCultureSaferSport Campaign Online Seminar Series

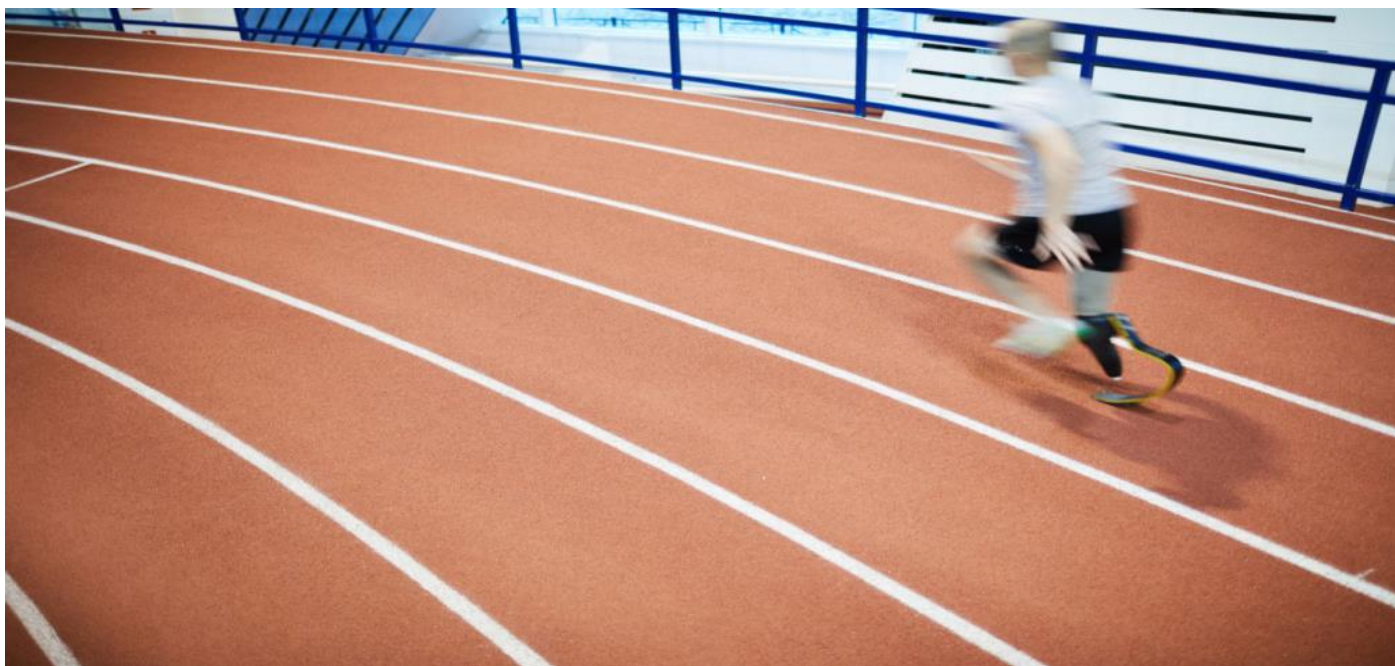
What Makes an Inclusive Culture?

Friday 3 December 2021

10:00am – 11:00am

Paralympians: Superhuman or Vulnerable?

Nicola Dean, Safeguarding Adults in Sport Manager, ACT



In 2016 the athletes in the Rio Paralympics were marketed as being ‘Superheroes’.

5 years on and the 2020 Paralympians are [#SuperHuman](#).

However, this language strikes me as being at odds with the way that disabled people can be viewed and treated, in particular when it comes to the continued use of the term ‘vulnerable adult’.

People often ask The ACT Safeguarding Adults in Sport team about disabled athletes and participants, and where they ‘fit’ in safeguarding policy and procedures. Are they ‘vulnerable adults’, ‘adults at risk’ or ‘protected adults’? And if so, what should organisations be doing to safeguard them?

Who are ‘vulnerable adults’?

Think about the term ‘vulnerable people’. Who springs to mind? The elderly? The disabled? People with mental illnesses? People with dementia?

The first definition in the Collins Dictionary for vulnerable is:

*“Someone who is **vulnerable** is weak and without protection, with the result that they are easily hurt physically or emotionally.”*

“Old people are often particularly vulnerable members of our society.”

The definition of ‘vulnerable adult’ was in the 1997 Consultation Document ‘Who Decides?’ Then in 2000, the government

published their 'No Secrets' guidance. This aimed to develop and implement multi-agency policies and procedures to protect vulnerable adults from abuse. It also encouraged organisations to work together to safeguard vulnerable adults.

Although it feels to me like an old term, the word 'vulnerable' is still in common use across lots of settings. This includes sport and activity. Maybe this is not surprising, as some laws that aim to protect people from harm still use the term.

Moreover, during the Covid-19 pandemic, many have used the word 'vulnerable' to describe people deemed 'clinically vulnerable' to the virus. People were often being described simply as 'vulnerable'. They were encouraged to 'shield' from society to reduce their exposure to the virus.

Why is the term 'vulnerable adult' problematic?

Disabled people have fought for years to shake off the idea that they're 'vulnerable'. Looking more closely at the definition, it is easy to see why.

The problem with the term 'vulnerable adult' rests on the implication that problems lie with *them*. It implies that they are weak, and that any harm that they experience stems from that.

Who wants to be labelled as 'vulnerable'? For very passionate dismissals of the term read Katherine Deane's [blog](#) and Mary Warnock's [article](#).

Are disabled athletes 'vulnerable adults'?

Unsurprisingly, people rarely use the word 'vulnerable' to describe Paralympians. Instead, people label Paralympians as 'Super Human', capable of achieving success that the majority of people can only dream of.

However, the majority of disabled people are not Paralympians. Disabled athletes and participants in grassroots clubs and community groups are unlikely to perform at that elite level. Many may take to exercise to get fitter, lose weight, socialise and to be part of a community. Are they 'vulnerable adults'?

No.

Soon after I started at ACT, a wheelchair rugby player contacted me. He didn't like it when people described him and other players as 'vulnerable adults'. He found it offensive, for all the same reasons we've discussed above.

Where does that leave us in terms of safeguarding adults?

Safeguarding adults legislation and guidance in the UK is now moving away from the term 'vulnerable adults'. It's instead asking us to consider whether an adult is 'at risk of abuse or neglect'.

Whether someone is an 'adult at risk' rests on some key questions. Do they have care and support needs? Are they experiencing or likely to experience abuse or neglect? And because of their care and support needs, do they need support with

safeguarding themselves?

If the answer is yes to these questions, they would meet the criteria for a referral to the local authority safeguarding team.

This is a shift from labelling groups of people as being inherently 'vulnerable'. Instead, it's recognition that adults with care and support needs are *more vulnerable* to experiencing abuse and neglect.

It is the people around them and the circumstances that they are in that can place them at risk.

You can read more about this important distinction in [our guide to safeguarding adults](#).

Are disabled athletes Adults at Risk?

It depends on their needs and the circumstances that they are in. It also depends on what they want to happen.

Safeguarding adults is about treating people as individuals. It's about working with them to achieve the outcomes they want to see.

We have moved away from a process driven tick box exercise to a person-centred approach. We sometimes refer to this approach as '[Making Safeguarding Personal](#)'.

Any organisation that has adult members, volunteers or staff should embed safeguarding adults across their organisation.

We all have the right to be safe, free from abuse and neglect. Organisations have a duty to ensure that their governance enables that.

Safeguarding is not just about disabled athletes, or adults with care and support needs. It is about enabling all of us to take part safely.

All sport organisations must set out what they would do if there was a concern about an adult. How they would deal with that concern depends on many factors, and so there should be procedures in place to address those circumstances. That could be through codes of conduct, disciplinary procedures, complaints procedures, or an Adults at Risk process. [Take a look at our policy and procedure templates here](#).

However, safeguarding adults is more than responding to concerns. Prevention is key. Safeguarding processes cannot work unless organisations commit to creating safer cultures.

Organisations need to create a culture where everyone feels confident in reporting their concerns. Organisations must also commit to listening and responding to all concerns appropriately.

Please join us in working together to create safer cultures in sport through signing up to our **#SaferCultureSaferSport** campaign.

[Head here to learn more, and to make your commitment.](#)

Delving Into the Unregulated Sport and Activity Sector—What Have I Learned So Far?

Catherine Sykes, Safeguarding in Unregulated Sport & Activity Lead, ACT



I joined the Ann Craft Trust in June 2021.

I've taken on a new role to respond to specific safeguarding concerns that exist within the world of [unregulated sport and activity](#).

Since beginning the role, I have spoken to many committed and inspiring individuals within unregulated sport and activity. They're all paving the way to ensure safeguarding is firmly on the agenda.

I would like to reflect on what I have learned so far. I hope this can support the

safeguarding practices of those working within the unregulated sport sector and beyond.

What do we mean by “unregulated” sports and activity?

In the context of my role, the term “unregulated” refers to sport and activity that is not affiliated with a governing body or an active partnership. This could be “new” sports, such as Esports. It could also be activity predominately designed for leisure and recreation, such as dance

groups.

For instance, last year the Ann Craft Trust collaborated with professional wrestling to discuss [the #SpeakingOut campaign](#). This looked to address allegations of sexual misconduct in British Professional Wrestling, which is an unregulated activity.

Safeguarding in Unregulated Sport and Activity- Initial Reflections

When I took on the role, I was not 100% sure what to expect. I wondered, who might contact us? What sort of support will they need? What might they expect from the Ann Craft Trust?

After many conversations, I've begun to spot a few common themes:

A willingness to start a conversation.

Safeguarding can be daunting. It can be hard to know where to start. And once you realise how much you need to do, it can be off-putting.

But those I have spoken to have started their safeguarding journeys. They're willing to have challenging conversations with their stakeholders. They're also willing to reach out to the wider safeguarding community to seek support, to learn from others and to start change.

The importance of language.

Safeguarding adults can mean different

things to different people. It's essential to use the right language for the target audience from the start. It's more meaningful, so it's likely to be more impactful.

Our [#SaferCultureSaferSport](#) campaign aims to start the conversation and raise awareness with others.

The drive to implement change.

Safeguarding is not just a tick box exercise. But there is a committed and proactive approach to developing safeguarding even in groups that are not regulated.

There is an appetite to seek support in order to provide a quality service. I've noticed that in some groups, people often take on the role of safeguarding in addition to existing roles, many of which are in a voluntary capacity.

An underestimated organisational reach.

Due to its diversity, the unregulated sport and activities sector is engaging vast numbers of people from a wide range of backgrounds.

I am working to support umbrella organisations that have an infrastructure in place. This increases my ability to raise awareness of safeguarding adults across more groups. It also allows me to

implement good practice and provide support to those who need it.

A keenness to learn.

Developing understanding and knowledge of safeguarding adults is high on the agenda for both staff and volunteers. There's also a willingness to learn from others, and to share good practice.

This sets a good path to follow. By creating a discussion forum, I hope to encourage this sharing of ideas and solutions.

A need for support.

Unlike governing bodies, umbrella bodies in some unregulated sectors have different governance arrangements. They therefore require a different approach to implement high standards of safeguarding practice.

It's essential that we create an unregulated sport and activity safeguarding support network. This way, the safeguarding leads could come together and discuss some of the common issues, successes and obstacles.

New unregulated sport and activity forum

We held our first Network Forum in September, and we're planning to hold

the second at the end of November.

Do you work in the unregulated sport and activity sector? If you'd like to join the network or access adult safeguarding support, [then please contact me](#).

How Can You Learn More?

We are beginning to develop resources to support safeguarding practice for the sport and activity sector.

To learn more:

- [Listen to our podcast](#) that explores safeguarding concerns within British Wrestling.
- [Listen to our podcast with Fnatic](#), exploring safeguarding in the world of Esports.
- Explore our [free safeguarding in sports resources](#). This includes guidance about how to write a safeguarding policy and procedures.
- Take the test! Use our free [safeguarding checklist](#) to see how much you know about safeguarding. At the end, we will provide resources based on your answers.
- Join the unregulated sports and activity forum

Here's How Your Sport and Activity Organisation Can Support Safeguarding Adults Week

National Safeguarding Adults Week 2021

15 – 21 November 2021

#SafeguardingAdultsWeek

ann craft trust
acting against abuse

Safeguarding Adults Week 2021 will take place 15–21 November

1 It's an opportunity for organisations from a range of sectors to join forces to raise awareness of important safeguarding issues. We also want to start conversations about these issues, and develop peoples' confidence in recognising signs of abuse and neglect, and recording and reporting safeguarding concerns.

2 The theme for Safeguarding Adults Week 2021 is '[Creating Safer Cultures](#)'. We're exploring how organisations and individuals can minimise harm taking place. It also means developing policies

and procedures so that we can effectively respond to any safeguarding concerns.

3 Each day of the week will focus on a different [safeguarding theme](#):

4 **Monday**—Emotional Abuse and Safeguarding Mental Health

Tuesday—The Power of Language

Wednesday—Digital Safeguarding

Thursday—Adult Grooming

Friday—Creating Safer Organisational Cultures

Saturday—Safeguarding and You

5

8 Ways Your Sport and Activity Organisation Can Get Involved With Safeguarding Adults Week

- 1) **[Sign up](#)** to receive your free Safeguarding Adults Week resources from the Ann Craft Trust.
- 2) **Join the [#SaferCultureSaferSport](#) campaign**, and commit to reviewing and improving the culture in your club or organisation.
- 3) **Book your place at our [Grooming and Exploitation: Opening Eyes and Minds Conference](#) on 18 November in Nottingham**. We'll explore how people can become at risk of grooming across the life course. The conference includes sessions on grooming and exploitation in sport, the sexual exploitation of young people, far-right extremism, and more.
- 4) **Attend a free Safeguarding Adults Week Seminar**. On [16 November](#) we'll be joined by The Marie Collins Foundation for a seminar on online grooming and sexual abuse. On [19 November](#) we'll discuss the power of language in safeguarding practices, including an exploration on how terminology can promote inclusivity.
- 5) **[Share our free resources with your club](#)**. We've got podcasts, posters, primers, and more. We also encourage you to create your own resources!
- 6) **Use the [#SafeguardingAdultsWeek](#) hashtag on social media**. Share your success stories and start conversations about the issues that matter most. We've even got some tweet templates and social media images you can use. Find them [here](#).
- 7) **Develop your knowledge**. Explore our [safeguarding adults in sport resources](#), or encourage your friends, family, colleagues and teammates to try our [safeguarding eLearning course](#).
- 8) **Complete the Ann Craft Trust Safeguarding Checklist**. This will test your safeguarding knowledge and identify whether your club has appropriate policies and procedures in place. And when you're done, we'll send you free resources to help develop your practice. [Head here to get started](#).

Need some Inspiration?

We loved how the sport and activity sector supported Safeguarding Adults Week last year!

There is no one-way to show your support. But we hope the ideas below give you some inspiration about how to get involved:

- Liverpool County FA created a [dedicated page of resources](#) on their website.
- Progress Wrestling and British Professional Wrestling [joined us for a podcast](#) to explore safeguarding concerns in the world of wrestling.
- NGBs, Active Partnerships and sport clubs [shared resources on social media](#) to raise awareness of safeguarding in sport.
- Sport Wales translated ACT resources for you to share in Welsh, and will be doing the same this year. (*Cyfieithodd Chwaraeon Cymru adnoddau Ymddiriedolaeth Ann Craft i chi eu rhannu yn y Gymraeg – byddwn yn gwneud yr un peth eleni.*)
- [Wolves](#) released their new easy-read safeguarding adults policy.

- Some organisations even illuminated their stadiums in Ann Craft Trust green. They also displayed banners during games to highlight their support for the week! **If you have the capacity to light up your venue, we would love to see your photos of this for the week!**

We hope you can support Safeguarding Adults Week 2021.

If you would like to know more or have any further questions, email us at ann-craft-trust@nottingham.ac.uk.

UK Athletics Respond to BBC Documentary About Abuse in Sport



***Nowhere to Run: Abused by Our Coach* aired on the BBC in September 2021.**

You can watch this documentary on the iPlayer until September 2022 [here](#).

In this documentary, Charlie Webster talks about the abuse she experienced as part of a running club. She explores how this abuse alienated her from her friends, and from the sport she loves.

“A Truly Heartbreaking Watch”

UK Athletics CEO Joanna Coates has released a statement in response to this documentary.

“It is a truly heartbreaking watch. I want to

thank Charlie Webster and others for their bravery in coming forward and sharing their stories.

“I have been clear since I took over as CEO of UK Athletics, everybody must feel safe to come forward and tell us what is going on. If they don’t then we will have failed.

“Everybody must know they’ll be listened to and the information they provide used in the right way. They will be treated respectfully and supported properly as individuals.”

You can read the full UK Athletics response [here](#).

Safeguarding News Watch:

Safeguarding Young People

NIDAS Escape The TRAP—Helping Young People Protect Themselves From Relationship Abuse

30 July 2021 | [NIDAS](#)

Sexual Health Week 2021—Focus on Consent

September 2021 | [Brook.org.uk](#)

Improving the Response to the Sexual Abuse of Black, Asian and Ethnic Minority Children

March 2021 | [CSACentre.org.uk](#)

Children's Mental Health Services at "Tipping Point"

25 August 2021 | [Vulnerability360.org.uk](#)

Record Numbers of Children Groomed Online During Lockdown

24 August 2020 | [CYPNow.co.uk](#)

Where is the Research into Black Autism and ADHD?

8 October 2021 | [OpenAccessGovernment.org](#)

PODCAST: Exploring the Absence of Black Girls' Experience of Sexual Abuse in Research and Practice

27 September 2021 | [NSPCC.org.uk](#)

Safeguarding News Watch:

Safeguarding Adults at Risk

Domestic Servitude Survivor Story Inspires Online Animation

30 July 2021 | [HopeForJustice.org](https://www.hopeforjustice.org)

New Mental Health Directory for Refugees and Migrants

October 2021 | [KCL.ac.uk](https://www.kcl.ac.uk)

Government's National Disability Strategy "Disappointingly Thin"

28 July 2021 | [DisabilityRightsuk.org](https://www.disabilityrightsuk.org)

Bystander Intervention—How to Act If You Witness a Hate Crime

March 2016 | [YouTube.com](https://www.youtube.com)

How Do Police Vet New Recruits?

5 October 2021 | [iNews.co.uk](https://www.inews.co.uk)

Adult Social Care Needs £6.1bn Funding Boost

11 October 2021 | [CommunityCare.co.uk](https://www.communitycare.co.uk)

Council Cuts Care Hours Without Showing How it Would Meet Eligible Needs

20 October 2021 | [CommunityCare.co.uk](https://www.communitycare.co.uk)

Safeguarding News Watch:

Safeguarding Adults in Sport and Activity

Sexual Assault and the Toxic Culture of Not Being Believed

17 October 2021 | [Stuff.co.nz](https://www.stuff.co.nz)

World Osteoporosis Day—Inspiring Women to Be Active During Midlife and Menopause

May 2021 | [WomenInSport.org](https://www.womeninsport.org)

Tackling Online Misogyny in Women's Football

October 2021 | [ITV.com](https://www.itv.com)

Paul Merson: Football, Gambling and Me

29 June 2021 | [BBC.co.uk](https://www.bbc.co.uk)

Leeds United and Other Football Clubs Support Hate Crime Awareness Week

12 October 2020 | [LeedsUnited.com](https://www.leedsunited.com)

Man Who Posted Racist Video after Euro Finals Pleads Guilty

6 October 2021 | [CPS.Gov.UK](https://www.cps.gov.uk)

African Union Sport Council Launches New Practical Guide to Safeguarding in Sport

11 October 2021 | [SportandDev.org](https://www.sportanddev.org)

Safeguarding Research and Resources

Conference: Getting it Right For Siblings of Disabled Children

A half-day conference from Sibs for professionals working across the children and young people sector, 19 November 2021.

Read more: <https://www.sibs.org.uk/sibs-workshops-and-training/conference-for-professionals/>

Keeping Children Safe in Education 2021

Latest statutory guidance from the Department for Education.

Read more: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf

Disabled Children: A Legal Handbook

Third edition of resource from Council for Disabled Children.

More information: <https://councilfordisabledchildren.org.uk/resources/all-resources/filter/inclusion-send/disabled-children-legal-handbook-3rd-edition>

Safeguarding Research and Resources

Restraint in Schools Inquiry—Using Meaningful Data to Protect Children’s Rights

The EHRC used their legal powers to find out how schools in England and Wales are monitoring and recording their use of restraint.

Read more: <https://www.equalityhumanrights.com/en/publication-download/restraint-schools-inquiry-using-meaningful-data-protect-childrens-rights>

Failing a Generation: Delays in Waiting Times From Referral to Diagnostic Assessment For Autism Disorder

New report from BMA.

Access here: <https://www.bma.org.uk/media/2056/autism-briefing.pdf>

New NSPCC Learning Resources Hub

Training and resources to help you protect children from abuse and neglect.

Learn more: <https://learning.nspcc.org.uk/>

Safeguarding Research and Resources

Blackpool's New Early Help Strategy

The new strategy is designed to ensure families are supported as early as possible by the professionals who know them best. "The right help, at the right time, in the right place, by the right people."

Read more: <https://www.communitycare.co.uk/2021/10/20/council-cut-mans-care-hours-without-showing-how-it-would-meet-eligible-needs/>

Positive Behavioural Support

Information pack for family carers from Challenging Behaviour Foundation.

Access here: <https://www.challengingbehaviour.org.uk/information-and-guidance/positive-behaviour-support/pbs-an-information-pack-for-family-carers/>

EASS Engagement Newsletter

September 2021 Edition of Equality Advisory and Support Service Newsletter.

Access here: <https://www.equalityadvisoryservice.com/ci/fattach/get/219667/1632132609/redirect/1/session/L2F2LzEvdGltZS8xNjMyNDk0NzI5L3NpZC9RLW16QIVscA==/filename/2021%2009%20Equality%20Advisory%20Support%20Service%20Engagement%20Newsletter%20September%202021.pdf>

From The Vault: A Different Kind of Practice?

Meanings Attached by Practitioners to the Idea of “Adult Protection”

Fiona Sherwood-Johnson, University of Stirling

From Issue 93, October 2015

Summary

This article began with an observation made during re-analysis of the dataset from a study of Scottish adult support and protection practice. Namely, different practitioners could mean different things when they said they had been doing ‘adult protection’ work. For this article, therefore, practitioners’ conceptualisations of adult protection work were hypothesised inductively from the dataset, and refined into categories through a process of constant comparison, open and axial coding. The dataset comprised material from case files and practitioner interviews relating to 23 ‘adults at risk’.

Findings

When practitioners said they had been doing ‘adult protection’ work, they could mean that: (a) they perceived themselves to have been responding to abuse, harm or high risk; and/or (b) they were adopting a certain formal, even coercive tone of work; and/or (c) they had formally flagged the work as adult protection, including through the use of

procedures. Practitioners drew on and combined these meanings in different ways. They also varied in the extent to which they saw adult protection as a distinctive type of practice and/or as different from what had gone before.

Applications

Support and protection work involves nuanced judgements about the nature and intentions of policy, about how these relate to particular situations and about how best to translate them into practice. Time and support is required for this complex work. Further research is needed to deepen understandings of the practice context, particularly with respect to risk. Policy-makers should engage with such research as they continue to develop adult protection/safeguarding policies.

Introduction

Since the 1990s, a distinctive category of social work and inter-agency activity has been emerging in UK social policies, which was originally referred to as ‘adult protection’ or the ‘protection of vulnerable adults’ (Department of Health, 2000; National Assembly for Wales, 2000),

but is now increasingly termed ‘adult support and protection’ in Scotland (Scottish Government, 2008a) and ‘adult safeguarding’ in England (ADSS, 2005).

Over the same period, several research studies have investigated processes and barriers in the implementation of these policies and related procedures and guidelines (Brown & Keating, 1998; Hogg, Johnson, Daniel, & Ferguson, 2009; Manthorpe et al., 2010; Mathew, Brown, Kingston, McCreadie, & Askham, 2002; McCreadie, Mathew, Filinson, & Askham, 2008; Northway, Davies, Mansell, & Jenkins, 2007). The focus of such studies has tended to lie elsewhere than the specific nature of the project of ‘adult protection/safeguarding’ itself. That is, the remits of the policies under study, and hence of the practitioners charged with implementing them, have been delineated in terms of the need to respond to ‘abuse’ and/or ‘neglect’ of adults rendered ‘vulnerable’ by a certain range of factors, and have not been explored beyond this to any significant degree.

This article reports on a further analysis of the dataset from one of these studies, the Scottish Adult Support and Protection (ASP) study (Hogg et al., 2009)”, on which I worked between 2006 and 2008. Based on initial observations that the idea of ‘adult protection’ might not have one shared meaning, this further analysis explores what practitioners meant, when they considered that they were doing adult protection work. In outlining the practice meanings of ‘adult protection’ emerging

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from the dataset, particular attention is given to the reference points used by practitioners to construct these meanings, either through contrast or through continuity. That is, did practitioners consider adult protection to be continuous with or different from the other work that they do? Did they consider it to be continuous with or different from the work that they would have done, prior to the rise of adult protection policies and procedures? The answers to these questions have implications for the effectiveness of two-way communication between policymakers, practitioners and others, in contemporary Scotland and elsewhere.

The article sits within a theoretical tradition concerned with the interpretations formed by social actors. Our actions arise, from this perspective, not directly from the situations in which we act, but always also from the meanings we attach to those situations (Blumer, 1962). Shared meanings are common within a given society, underpinning successful interactions (Blumer, 1962; Garfat, 2004).

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Discussion

In summary, whilst the findings highlight considerable variation in practitioners' characterisations of the intended outcomes of adult protection policies, and whether and how these might be achieved, they also support other research which argues that there are limits to the certainty to be imposed on practice. Indeed, helpful policy responses to this complex terrain include protected time and support for practitioners to work sensitively and confidently with uncertainty (Parton, 1998; Taylor & White, 2006). However, this is not to argue that the development and clarification of policy intentions would not also be helpful. These particular findings suggest that such clarifications should engage specifically with the multi-faceted landscape of risk and the evidently mixed expectations that adult protection should constitute a different kind of practice.

One additional implication of these findings is the need for further, close ethnographic study of adult protection practice. This would assist policy-makers to engage in as nuanced a way as

possible with the practice context, and would address the fact that these findings are limited in a number of respects, being based on retrospective accounts collected for another purpose, rather than real-time accounts and observations of meaning-making on the ground. Furthermore, in Scotland at least, the policy and legislative context has now been altered by the Adult Support and Protection (Scotland) Act 2007 (the ASPSA). Changes include the re-conceptualisation of 'adult protection' as 'adult support and protection', to emphasise that it encompasses holistic support and preventative measures alongside crisis interventions, and the replacement of the concept of 'abuse' with the concept of 'risk of harm', to more easily encompass unintentional actions and omissions, self-harm, self-neglect (Scottish Parliament Information Centre, 2007), and the risk of each of these.

The breadth of the concept of 'risk of harm' appears to herald a significant broadening of the field of Scottish adult (support and) protection, at least as defined in the ASPSA and related official materials. Some activities previously considered to fall outside its remit are represented to fall within it now: for instance, the vignette in Box 1 was produced by the Scottish Government to exemplify adult support and protection action in response to neglect (Scottish Government, 2008a). Nevertheless, this article has emphasised the complicated relationship of policy conceptualisations to practice conceptualisations and, whilst it can do no

more than speculate on the impact of the legislation on the latter, it can certainly caution against an assumption that there are fewer complexities now. In particular, whilst the broadening range and less stigmatising terminology of 'harm' might be argued to lessen uncertainties and inconsistencies, such as existed over definitions of 'abuse', reducing practitioners' experiences of 'divergence' between policy and practice, the difficulties outlined above with respect to the concept of abuse are probably more likely to persist. This is because 'harm' is still officially portrayed as an objectively defined and definable concept, distinct and separable from other issues with which practitioners work.

Furthermore, adult support and protection issues continue to be officially represented as separate and separable from day-to-day support/care issues: for instance, they are the subject of extensive training activity and materials which speak of 'indicators', 'allegations' and 'disclosures', and which stress the importance of referring on to specialist council staff (Private Care Sector Workforce Initiative, n.d.). This aura of separateness and severity appears to be in particular tension with the breadth of harm as defined in policy. Similarly, there is a tension between the stated intention to couple 'protection' with 'support' and the weight of emphasis in ASPSA-related training and guidance on the coming to light of concerns, inquiries, investigations and initial interventions

(Private Care Sector Workforce Initiative, n.d.; Scottish Government, 2008b).

This article was originally published in the Journal for Social Work September 2014 vol. 14 no. 5.

It was reprinted in part, with permission, in Issue 93 of the ACT Safeguarding Bulletin, October 2015.

Ann Craft Trust

Centre for Social Work
University of Nottingham
NG7 2RD

0115 951 5400

ann-craft-trust@nottingham.ac.uk



anncrafttrust.org

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Everyone deserves to be safe.