

Safeguarding Bulletin

Safeguarding adults and young people at risk

ann craft trust
acting against abuse

April 2022

Issue 119

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

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Ann Craft Trust Safeguarding Bulletin

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In this issue

Page 6 Editors Note

Page 8 Could You Be a Trustee For The Ann Craft Trust?

Page 10 Safeguarding Adults Week 2022—Themes For The Week

Page 13 It Has To Stop

Sarah Goff, Safeguarding Young People Lead, Ann Craft Trust

Page 16 Sexual Abuse & Sexual Violence Awareness Week 2022

Page 19 Child Exploitation Awareness Day 2022

Page 23 Unfair and Unjust – How Women Subjected to DOMestic Abuse and Violence Are Being Criminalised

Charlotte Brooks, Marketing Officer, Ann Craft Trust

Page 26 8 Differences Between Safeguarding in Wales and England

Ruth Ingram, Outgoing Safeguarding Adults in Sport (Wales) Officer, Ann Craft Trust

Page 31 The Shrink Next Door – A Review

Abra Millar, Freelance Digital Consultant

Page 34 From Learning Lessons to Taking Action: ACT and CPSU Safeguarding Adults in Sport Conference 2022

Page 45 Listening to the Voices of Sport Participants

Nicola Dean, Charlotte Gilmartin, Dr. Anne Patterson, Tina Thordal

Page 53 From Social Work to Safeguarding in Sport – Reflecting on the Past

Hazel Rippin, Marketing Officer, Ann Craft Trust

Page 57 Say Something If You See Something – Fighting Abuse and Exploitation in Sport and Leisure

Page 59 Safeguarding News Watch – Safeguarding Young People

Page 60 Safeguarding News Watch – Safeguarding Adults at Risk

Page 61 Safeguarding News Watch – Safeguarding Adults in Sport and Activity

Page 62 Safeguarding Research and Resources

Page 65 From the Vault: "Safeguarding Older People With Learning Disabilities"
Hilary Brown and June Stein, From Issue 27, April 1999

Editor's Note—Deborah Kitson, CEO

Welcome to Edition 119 of the ACT bulletin.

This edition is packed with news and information about forthcoming events, training opportunities and dates to save in your diary as well as some numerous articles looking at what so many are doing to safeguard the people they support.

This year is a really special year for the Ann Craft Trust as we celebrate our thirtieth anniversary. There will be events throughout the year looking at the work that has been done over the years, what has been achieved and, importantly, what we need to focus on in the next 30 years.

As part of this, and to celebrate 30 years of the Ann Craft Trust, we're putting together a Safeguarding Time Capsule. This is a chance for you to reflect on how safeguarding and disability rights have evolved over the part 30 years, and to share the sort of changes you'd like to see in the coming years.

Also at ACT we are welcoming new staff. Matthew Harrop joined us in March as ACT's Finance Officer. Sarah Nolan has joined us as the Safeguarding Adults in Sport Administrator. And we are delighted to welcome Hazel Rippin to the ACT marketing team. Hazel has been working with us previously as a marketing

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2022 is a really special year for The Ann Craft Trust.

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consultant and it is great to have her now in the team.

And finally there is news in this bulletin about our fifth Safeguarding Week in November. Many of you have already signed up for updates but if you haven't done so then it is a useful way of keeping in touch with plans and events for the week. This includes our annual ACT Safeguarding Conference, which this year will culminate in a 30th Anniversary Celebratory dinner in the evening. We would love for you to join us, and if you sign up, you'll be among the first to hear about the details when they're available.

The Ann Craft Trust Safeguarding Time Capsule

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Share Your Safeguarding Story!

To celebrate 30 years of the Ann Craft Trust, we're putting together a **Safeguarding Time Capsule**.

Want to be part of it? Then let us know:

- What does "Safeguarding" mean to you?
- What do you think of the state of safeguarding and disability rights in 2022?
- What changes would you like to see over the next 30 years?

To contribute to our Safeguarding Time Capsule, [please complete this short online survey](#).



Could You Be A Trustee For The Ann Craft Trust?



The Ann Craft Trust is a leading UK authority on Safeguarding Adults and Young People.

We are looking for committed individuals who have an interest in safeguarding to join the Ann Craft Trust Board of Trustees

You will be joining the Ann Craft Trust as we enter our thirtieth year of acting against abuse. This is an exciting time for us as we seek to continue and expand our safeguarding training, research and audits across a broad range of sectors; including sport and activity, health and social care and education to name a few.

As a trustee you will have a crucial

leadership role and contribute to our aim of safeguarding young people and adults at risk in all UK communities.

As a trustee you will:

- Shape the strategic direction of the charity
- Increase your professional networks in the safeguarding sector and beyond
- Join a friendly and supportive team who value innovative practice

We are keen to improve the diversity of our Board, so that it better represents the people we support. ACT is committed to

equality, diversity and the creation of an inclusive approach in all we do. We value the skills, experience and perspective that a diverse and representative Board of Trustees offers us in terms of our ability to deliver this.

We are looking for people who have skills, experiences and knowledge in one or more of the following areas:

- Experience of running a voluntary organisation
- Experience of Board level governance responsibilities, particularly financial and legal accountabilities and adhering to regulations in these areas
- Business planning and development
- Knowledge of the risks to, and safeguarding needs of, young people and adults at risk
- Interest in and knowledge of safeguarding research, policies, processes and procedures and experience of enacting these in diverse UK communities

To ensure the Board of Trustees is best able to support the work of the Ann Craft Trust we particularly welcome applications from members of groups that are currently under-represented, including people from Black, Asian and

Minority Ethnic communities, people with a disability, experts by experience and people who identify as LGBTQ.

As a trustee, you will participate in quarterly Trustee meetings, held on weekdays, and the Annual General Meeting in November. All meetings are currently held via MS Teams, but when circumstances allow, some future meetings may take place in ACT offices, in the University of Nottingham. Travel expenses will be reimbursed for any necessary travel.

How to Apply

Please submit your interest by sending us a CV and covering letter detailing how your skills and experiences would support the continuing work of the Ann Craft Trust with particular reference to the points above.

In addition, we would ask you to complete the [Equalities Monitoring Form](#).

Please send to Deborah Kitson, ACT CEO.
deborah.kitson@nottingham.ac.uk

Following receipt of your CV and letter, you will be contacted for an initial informal discussion by phone with either one of the current Trustees or the CEO.

Safeguarding Adults Week 2022

21 – 27 November
#SafeguardingAdultsWeek

Safeguarding Adults Week 2022 will take place from Monday 21- Sunday 27 November.

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

Each day we'll be focusing on a different safeguarding theme to explore how we can respond to contemporary safeguarding challenges.

We'll be releasing information about seminars, resources, guidance and social media assets in the months leading up to

the week. So bookmark this page to stay informed! You can also sign up to receive email updates [here](#).

Responding to Contemporary Safeguarding Challenges

From our work with organisations and practitioners, we are becoming increasingly aware of many new potential sources of harm. As safeguarding advocates it is important that we stay aware of how changing circumstances might impact people's experiences and their risk of harm and abuse.

Safeguarding Adults Week is a time for practitioners and organisations to develop their safeguarding knowledge. We hope the themes for 2022 will raise awareness of

new forms of abuse and different ways of recognising and responding to safeguarding concerns in contemporary society.

Monday: Exploitation and County Lines

[Research](#) indicates that lockdown has increased the number of people at risk of exploitation. This is largely due to economic concerns and increased isolation.

We will be using this day to raise awareness about how adults at risk could be exploited through county lines activity. Learn how to spot the signs that someone is at risk of exploitation, and how to respond effectively.

Tuesday: Self-Neglect

The term "[self-neglect](#)" covers a wide range of behaviour neglecting to care for one's personal hygiene, health or surroundings.

We've seen a rise in self-neglect cases over the last two years, particularly for older people.

On this day you can explore how you can spot the signs someone is at risk of self-neglect. We'll also provide practical guidance about how to start difficult conversations and respond to those at risk, while maintaining autonomy.

Wednesday: Creating Safer Organisational Cultures

Promoting safer cultures is all about how organisations and individuals can take steps to minimise harm occurring in the first instance. It's also about embedding appropriate policies and procedures. In this way, people will know what to do if they have a concern to report. In addition, the organisation will have a plan in place for acting on concerns.

On this day we'll focus on how to create open and safe cultures in organisations.

We'll explore how to start difficult conversations about safeguarding adults. We will also explore how organisations and individuals can develop cultural competencies to respectfully respond to the needs of the diverse populations they are supporting.

Thursday: Elder Abuse

Elder abuse is a single or repeated act, or lack of appropriate action, occurring within any relationship where there is an expectation of trust, which causes harm or distress to an older person.

[The World Health Organisation](#) has found that rates of elder abuse have increased since the pandemic. Around one in six people aged 60 years and older experience some form of abuse in a community setting. Also, rates of elder

abuse are high in institutions such as nursing homes and long-term care facilities. [Two thirds of staff report that they have committed abuse in the past year.](#)

We will be using this day to raise awareness of elder abuse in community and residential settings.

Friday: Domestic Abuse in Tech-Society

Technology can help to keep people safe. But abusers can also use technology to cause harm.

This day marks the start of [16 Days of Action for Violence Against Women and Girls](#). So to support this campaign, we are raising awareness of the role technology has in exacerbating instances of domestic abuse.

We will be exploring how you can spot the signs someone is at risk through technology. We'll also explore how people can minimise the extent to which technology can be used against them in abuse cases. [Refuge](#) has published resources to support people at risk of tech-abuse.

Saturday and Sunday: Safeguarding in Everyday Life

We often explore the importance of safeguarding in relation to organisations and workplaces. Yet safeguarding is just

as important in our communities and everyday life.

Many people are continuing to work from home and spending an increasing amount of time in their local area. So we want to raise awareness about the importance of safeguarding in the community.

On this day we will be focusing on bystander action. We'll explore the actions you can take if you witness incidents of discrimination or bullying in everyday life. We will also be sharing resources on how to tackle loneliness and isolation in communities.

Remember to sign up for Safeguarding Adults Week email updates [here](#).

It Has to Stop

Sarah Goff, ACT Safeguarding Young People Lead



We must start listening to families.

The Ann Craft Trust was greatly concerned, but sadly not shocked, to hear of [yet another deeply distressing story about a fourteen year old autistic child](#).

Her distress had become so profound that her family and school were struggling to manage. The family had reached a point of locking her in – a signal of their desperation in trying to keep her safe from running away. At the same time they had to care for her siblings who, frightened and distressed, were locking themselves in their rooms.

From reading about this case, what is

clear is that for a family to reach this point of distress is beyond unacceptable.

But we also have to wonder: *How many more families are in the same position?*

Throughout lockdown, the situation for families of some autistic children was aggravated by closure and unavailability of the usual help and support. Post lockdown, many are still struggling.

The Disabled Children's Partnership highlighted these issues in their troubling report ['Left in Lockdown' \(2021\)](#). Special Needs Jungle, Contact and many other organisations call repeatedly for families to be listened to.

The Chief Social Workers report '[A Spectrum of Opportunity](#)' highlighted the serious dangers of the current system.

Currently, we use a child protection lens to assess the needs of these families when, finally, they are 'referred'; or even worse, there is a 'report' or an 'alert' highlighting 'concerns'.

The chief social worker's report stated:

'Some families tried to provide the best possible care but despite their relentless efforts, the teenage years often brought an escalation of distressed behaviour that eventually overwhelmed some families.'

Caring for a young child with autism needs the basics of support concretely and robustly in place to support families. But this need has not been matched by services and resources. There just isn't a culture in place that's prepared to listen to families.

In this latest unfortunate incident, the family, no longer able to manage the child's needs, in desperation took her to a hospital. It is hard to imagine how incredibly painful it must have been. I have worked with families pushed to the brink. It has to stop!

The child remained in the hospital with private security to try to 'contain' her. She was held down and restrained by security guards on a children's hospital ward - to

such an extent it led to a court case with a judge declaring it [a 'brutal and abusive' situation, and 'manifestly unsuitable'](#).

She did not have health needs appropriate to a general paediatric ward, and clearly her distress needed to be understood. The effect too on her siblings at home, and other children in the ward watching how this child was treated must have been a significant concern.

It is a major and repeated concern that schools, families, and children themselves are consistently not getting the right help early enough in their childhood. We need to understand what they, like any other child, are communicating through their behaviour: What fears and anxieties are they showing us?

They and their families often need speech and language therapy services, along with help with sleeping and eating. They are not 'picky and difficult'; their sensory processing of textures and tastes may mean certain foods cause discomfort.

The needs of autistic children can be understood if they receive the right help. We around them also must be sensitive to their needs and their right to be understood.

We are all different. We each have our own sensory and processing make-up. These children need us to respond to how

they process and communicate information, and their needs.

So parents and children do not get the right help. But at the same time, staff are not getting the right training to understand autism and how to respond to children who have the same rights to safety, protection and care at home as all.

Ongoing services and resources can help prevent breakdown. But there should also be appropriate placement resources available if things do breakdown. These can care individually, attentively, and kindly for autistic children.

Once placed, however, the right help is needed to enable the family and child to recover and find a way forward. Yet at every stage many children and families are being failed by the lack of services able to work with them.

The first major area is lack of support from the beginning to strengthen family life and build effective plans that keep children supported at home. Where things become difficult, we must listen to families when they ask for help, so they don't feel compelled to take their child to a hospital.

Teachers, nursing staff, social workers and managers of all agencies at senior level need training in autism. They too need to learn how to manage and understand, especially those in mainstream care who

meet these families in crisis.

Without this support, struggling has become a way of life for so many parents.

Without the right help, the risk of breakdown increases both at home and at school, leading in many cases to disruptions and changes, which autistic children find particularly hard.

Autistic children need dependable relationships, connections and familiar routines. But during breakdown, these are repeatedly fractured, creating additional trauma and distress. [This ultimately may lead to placements far away from home.](#)

Tackling these issues are a focus of our work at the Ann Craft Trust. We work with colleague agencies and through the [National Working Group on Safeguarding Disabled Children](#) to understand and address these topics in the training and consultancy we deliver.



In March we supported [Sexual Abuse and Sexual Violence Awareness Week 2022](#).

The week aimed to raise awareness of sexual abuse and sexual violence. It encouraged people and organisations to engage in conversations that could support people subjected to harm and abuse.

What is Sexual Abuse?

Sexual abuse includes a number of coerced sexual acts.

Examples of sexual abuse include:

- Rape
- Indecent exposure
- Sexual harassment

- Inappropriate looking or touching
- Sexual teasing or innuendo
- Sexual photography

This form of abuse can also include subjecting someone to pornography, or witnessing sexual acts or sexual assault.

The factor that links all of these examples is that the person does not consent, or they feel pressured into consenting.

Learn to Spot the Signs of Sexual Abuse

There are a number of physical signs to look out for. This could include cuts and bruises, unprecedented difficulty walking or sitting, irritation, pain or bleeding in the genital area.

In addition to these, there are some other,

more subtle signs to look out for.

For instance, a person might start using explicit sexual language. Or they might demonstrate significant changes in their behaviour and attitude towards sex. They might seem distant and listless. They may also develop sleeping problems.

Even if there are no physical signs of sexual abuse, abusers still leave their mark:

- The victim might refuse help with personal care.
- They might also be reluctant to be alone with certain people.
- Some victims of sexual abuse could start to self-harm.

Organisations that can provide support

- [The Eve Appeal](#) has produced guidance about attending cervical screening for survivors of rape, sexual abuse or assault, and offers tips which may help people feel more comfortable about their appointment.
- [NHS Sexual Assault Referral Centres](#) offer medical, practical and emotional support to anyone who has been raped, sexually assaulted or abused. They have specially trained doctors, nurses and support workers that operate 24/7.
- Men, boys and non-binary people are significantly less likely to report incidents of sexual abuse and sexual violence. [Survivors UK](#) offer a national online helpline, individual and group counselling for boys, men and non-binary people aged 13+ who have experienced sexual violence at any time in their lives. They also offer training for organisations and professionals.
- [The Survivors Trust](#) support those subjected to abuse and provide training and resources for professionals and organisations.
- [Karma Nirvana](#) support those subjected to honour-based abuse and forced marriage by running the national Honour Based Abuse Helpline and provide training to frontline practitioners and professionals.
- [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.



Safeguarding Young People Training

Hidden Needs: Unseen and Unheard Harm

Some young people face greater risks, yet they go unnoticed or unsupported.

This training aims to increase mainstream practitioners' awareness of the needs of the unheard and overlooked children and young people. Our goal is to improve multi-agency practice in this area.

We'll be running this online course multiple times throughout 2022. Each course will run from 10.00 am to 3.00 pm.

For more information, and to book your place::

Tuesday 14 June 2022—[Register Here >>](#)

Wednesday 9 November 2022—[Register Here >>](#)



18 March 2022 Was [Child Exploitation Awareness Day](#)

The day aimed to highlight the issues surrounding Child Exploitation. The day encouraged everyone to think and speak out against abuse and adopt a zero tolerance to adults developing inappropriate relationships with children, or children exploiting and abusing their peers.

What is Child Exploitation?

Child exploitation is a form of abuse that involves the manipulation or coercion of a young person under the age of eighteen.

[The North Yorkshire Safeguarding Children](#)

[Partnership](#) explains that when a child or young person is exploited, they're groomed by being given things like gifts, drugs, money, status and affection. This is usually in exchange for carrying out a criminal activity, known as Child Criminal Exploitation or performing sexual activities, known as Child Sexual Exploitation.

Spotting the Signs of Child Exploitation

Children are groomed and exploited in different ways. It is important for everyone to recognise the signs of abuse and speak out if they are concerned about a young person.

Signs of child exploitation could include a young person:

- Going missing from home or a place of education
- Travelling to new locations where they have no obvious connections
- Spending more time online and being secretive about their online activity
- Changing their hygiene habits
- Gaining new possessions or clothes without an obvious reason
- Changing their friendship group
- Using drugs or alcohol as a coping mechanism

You can download the National Working Group (NWG) posters in [English](#) and [Welsh](#) to help raise awareness of the signs of child exploitation.

The [NWG website](#) also has further details about the signs of child criminal and sexual exploitation.

Speaking Out: How do I Report a Concern

If you see something suspicious, it is important that you say something. Safeguarding is everyone's responsibility.

If you are concerned a young person is at risk of child exploitation you should:

- Call the Police on 101 to report your concern
- Call Crimestoppers on 0800 555 111
- Contact the NSPCC helpline. You can also encourage young people to contact the NSPCC if they need support.

If you are concerned a child or young person could be in immediate danger, call the Police on 999.

Additional Resources

- [The Children's Society](#) has published a guide about spotting the signs and speaking out against criminal exploitation
- [North Yorkshire Safeguarding Children Partnership](#) explain the different types of exploitation and how to report your concerns.
- The National Working Group have produced a detailed resource to help you learn more about child exploitation, which you'll find on the following page.



MISSING DAY OR NIGHT

Missing from home or education. Not knowing where they are or who they are with.



NEW PLACES

Discovering they have been going to new places where they have no obvious connections.



ONLINE USE

Spending more time online. Secretive activity, refusal to come offline. Have they distanced themselves from family, friends and usual activities?



CHANGE IN APPEARANCE

Clothing, personal hygiene, talking differently, tired.



INJURIES

Unexplained bruises, cuts, burns, marks. Reluctance to seek medical attention.



CHANGE IN BEHAVIOUR

Have they become unusually secretive, fearful or withdrawn, aggressive, distanced themselves from family and friends, involved in anti-social behaviour.



CHANGE IN FRIENDS

Sudden changes in who they are 'hanging out' with including meeting new people from social media.



COPING MECHANISMS

Alcohol/drug use/self-harm – what they may be doing or using in order to cope.



POSSESSIONS

Unexplained items e.g. New clothing, money, phone, drugs.



HELP US STOP EXPLOITATION

SAY SOMETHING, IF YOU SEE SOMETHING SUSPICIOUS.

CONTACT:

Crimestoppers **OR** Police **OR**
0800 555 111 101

WWW.STOP-CE.ORG

Contact: []



STOPCE



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.

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

Wednesday 9 November—Friday 11 November 2022: [Register Here >>](#)

Unfair and Unjust—How Women Subjected to Domestic Abuse and Violence Are Being Criminalised

Charlotte Brooks, Marketing Officer, ACT



A new report from the [Centre for Women's Justice](#) has found that victims of male violence are being unjustly criminalised in relation to offences arising from their experience of abuse.

The report exposes how victims of domestic abuse and violence are often unfairly arrested, prosecuted and convicted when they use force against their abuser in self-defence, where they are coerced by their abuser into offending, or where they offend under duress of circumstance.

The Centre for Women's Justice reports worrying links between women subjected to domestic abuse and criminalisation.

For instance:

- 63% of girls and young women (16–24) serving sentences in the community have experienced rape or domestic abuse in an intimate partner relationship.
- At least 57% of women in prison and under community supervision are victims of domestic abuse. The true figure is likely to be much higher

because of barriers to women disclosing abuse.

- Of 173 women screened at HMP Drake Hall, 64% reported a history indicative of brain injury and for most this was caused by domestic violence.

'I am being punished by the system that was supposed to be there to help and protect me'

Research involving survivors of domestic abuse has highlighted how the Criminal Justice System often fails to recognise and protect women who are victims of abuse and exploitation.

For instance, [Megan spoke to the BBC](#) about how she had been repeatedly subjected to domestic abuse by her former partner. He was then arrested and later convicted for murder. The day of the murder, Megan says her ex asked her to pick him up from the train station and withdraw money for him – something she says she used to do for him on a daily basis. This was used to argue that she had aided her partner in a murder that she knew nothing about.

Megan's account is just one example that illustrates how women can be unfairly criminalised in abusive relationships. It is understood that minoritised women, women with disabilities and women migrants are less likely to report incidents

of domestic abuse and more likely to experience criminalisation.

It is also important to recognise that the pains of unjust criminalisation extend beyond the formal punishment period. For instance, women who are unjustly criminalised will have a criminal record as a result. Research by [Unlock](#) has found that women with a criminal record are more likely than men to experience challenges accessing employment and education and housing. This is likely to have a substantial and long-term impact on women's life chances.

What Needs to Change?

The Centre for Women's Justice has set out 20 actions in order to protect women subjected to domestic abuse against criminalisation. These actions include:

- Ensuring effective legal defences are available to victims whose offending, or alleged offending, stems from their experience of domestic abuse.
- Introducing national police guidance on responding to suspects who are potential victims of domestic abuse and other forms of violence against women and girls.
- Ensuring appropriately qualified female interpreters are available to support identification of potential

victims for whom English is not their first language and to enable them to participate in any proceedings.

- Introduce a mechanism to expunge criminal records for crimes committed as a consequence of coercion, abuse and exploitation, or at least have them filtered from mandatory disclosure under the disclosure and barring scheme; and loitering and soliciting are decriminalised.

You can access the full report and recommendations proposed by the Centre for Women's Justice [here](#).



Is It Abuse Or Poor Practice? Online Safeguarding Training

This course explores the fine line between abuse and poor practice and examines what we have learned from recent safeguarding inquiries.

It considers when formal safeguarding procedures should be implemented with reference to local thresholds, the Care Act and Making Safeguarding Personal.

This course is for managers who have a role that includes responsibility for safeguarding in their organisation.

For more information, and to book your place::

Wednesday 6 July 2022 – [Register Here >>](#)

8 Differences Between Safeguarding in Wales and England

Ruth Ingram, Outgoing Safeguarding Adults in Sport Officer (Wales), ACT



As ACT's outgoing Safeguarding Adults in Sport Manager for Wales, I often think about the differences between Safeguarding Adults in Wales and in England.

The first thing to remember is that it **IS DIFFERENT!**

So if you are working across into Wales from England or into England from Wales— Stop! Try not to make assumptions. Think, read, and ask!

Wales is a devolved nation. That means that some of the powers of government are handled by the Senedd – the Welsh

Parliament. They sometimes make different decisions than the decisions Westminster makes for England.

Health is one of the areas that has been devolved. Social Services is another. In Wales, the [Care Act 2014](#) does not apply. Instead, we have the [Social Services and Well-being \(Wales\) Act 2014 \(SS&WB Act\)](#).

Policing isn't devolved. Criminal law and some other legislation passed in the Houses of Parliament – such as the [Mental Capacity Act \(2005\)](#) – apply in Wales as well as in England.

Who needs to know?

Anyone who works with adults who live or spend any of their time in Wales needs to know. So does anyone who runs services located in Wales or near the border.

So What Are The Important Differences Between England and Wales When It Comes To Safeguarding Adults?

Let's explore eight important differences between how England and Wales approach adult safeguarding.

Safeguarding Boards in Wales are Regional

They cover more than one local authority. They address both child and adult safeguarding and do not have an independent chair. There is also a [National Safeguarding Board](#).

There are clearly specified circumstances and procedures for carrying out Adult Practice Reviews (called SARs in England).

National Safeguarding Procedures

The National Safeguarding Procedures cover all 22 local authorities and they address both child and adult safeguarding.

[You can see the most up-to-date procedures with a dedicated safeguarding app.](#)

Nevertheless, there are still different reporting arrangements and different alignments of safeguarding resources in the different local authorities. Some have dedicated safeguarding teams. Others

disperse the work throughout Adult Social Services and some Health Board teams.

Different Safeguarding Principles

The SS&WB Act recognises safeguarding as one strand of our wellbeing. The Act as a whole encourages person-centred working.

In Wales you don't need to learn [the Care Act's six principles of safeguarding](#). That's not because we aren't principled on this side of the border! Instead you need to recognise [the 7 principles of the SS&WB Act](#). These include:

- Voice and Control
- Prevention and Early intervention
- Wellbeing
- Co-production and Multi agency working

Being person-centred also means enabling the person at risk to communicate in their own language. Almost 30% of the population speak Welsh. In the Gwynedd county, 75% speak Welsh. So any organisation working in Wales needs to be able to meet the requirements and standards of the [Welsh Language Measure 2011](#).

All Organisations Have a Duty to Report all Safeguarding Concerns to the Local Authority.

[This code of practice extends to community-based organisations.](#)

This sounds like it could contradict person-

centred working. There might be circumstances where the person does not want the Local Authority involved.

It can indeed lead to some difficult conversations with the adult at risk. Being person-centred still means involving the person if it's safe to do so – which might require the referrer to make some clear decisions.

However, under Human Rights conventions, Wales has a duty to protect its citizens. It must offer particular help to those who are elderly or disabled. And for this, it must be aware of all situations concerning an adult at risk.

Once it receives a report, the Local Authority has a duty to carry out enquiries. This helps them establish how to respond to the report. At this point they'll consider the wishes of the adult at risk.

This approach is consistent with a reminder in the statutory guidance to the SS&WB Act: People with care and support needs face difficulties protecting themselves due to the coercion they may experience if they're at risk from those providing their care and support.

The Definition of an "Adult at Risk"

In Wales the definition of an adult at risk is broadly the same as it is in England:

An adult at risk of abuse or neglect – who has care and support needs – where those care and support needs prevent them from taking action to stop the abuse.

The difference is that, in Wales, this definition does not include [self neglect](#).

In Wales, self neglect falls under 'mainstream' assessment of care and support needs.

Different Categories of Abuse

In England, [the Care Act recognises 10 categories of abuse](#).

Wales Safeguarding Procedures recognises the following forms of abuse:

- Physical
- Sexual
- Psychological
- Emotional
- Financial

The Procedures recognise that all these forms of abuse can take place in different contexts, such as domestic abuse, modern slavery, institutional abuse, and so on.

Adult Protection and Support Orders (APSO)

In Wales each Local Authority has a designated officer who can apply to the Magistrate's Court for an Adult Protection and Support Order (APSO).

An APSO enables the local authority to enter a property to ascertain if there is an adult at risk. This is usually a social worker, who might work with the help of the police if necessary.

There are some situations where an

abuser might be keeping an adult away from services. In these situations an APSO can be extremely useful. But an APSO application has to include evidence of all the other ways you have tried to meet with the adult. This can make collaboration difficult, which unfortunately means that APSOs aren't used as often as they might be.

But sensibly, the guidance also requires any application for an APSO to include a plan as to what happens after the order has been used.

The Role of the Local Authority Designated Officer

In Wales, the role of Local Authority Designated Officer (LADO) extends across children's safeguarding to include safeguarding adults at risk.

Sometimes, someone who may be causing harm to an adult at risk might work, volunteer or live with other adults who may be at risk. In these cases, the LADO will coordinate the assessment of risk to all of those adults, as well as the response to the person suspected of causing harm.

The Duty to Ask and Act

[The Violence against Women, Domestic Abuse and Sexual Violence \(Wales\) Act 2015](#) contains a measure that is relevant to Safeguarding Adults at Risk. This is the Duty to 'Ask and Act'.

The Act places this duty on 'relevant authorities', including safeguarding

services. They must be able to work proactively to identify those experiencing domestic abuse. They must also offer access to relevant support services.

Further Differences Between England and Wales

These are all legal/regulatory differences specific to Safeguarding Adults. There are other differences between England and Wales that are relevant to safeguarding as well. They include:

- Different configurations of the regulators of Health and Social Care and of relevant professionals.
- Different structures in the NHS.
- The challenges of delivering services across large rural areas.
- Different housing legislation.
- The multitude of independent and third sector care organisations that have bought property in Wales to offer services to children and/or Adults from England.

After seven years living and working here, I am still spotting the differences between safeguarding in England and Wales.

Hopefully I will keep learning. This is why we must all remember to **Stop** – to remember to think, read and ask!

The Shrink Next Door—A Review

Abra Millar, Freelance Digital Consultant



The Shrink Next Door is the dramatised series of the true story of Marty Markowitz who was financially abused by his therapist, Ike Herschkopf. It's available to watch on Apple TV.

Please note that this review contains spoilers.

The Shrink Next Door is a hard-to-watch experience of financial abuse and the profound and lasting effect it can have beyond money.

Over eight episodes we see Marty exploited by his therapist-turned-friend over almost 30 years. In this time, Marty paid Ike \$3.2 million dollars, but notably it's not the financial loss that leaves the lasting impact.

At 39, Marty was a wealthy businessman whose parents had recently died. His fiancée had left him and he was being threatened with being removed from the family business.

It was at this time that he sought the support of therapist, Ike. Marty himself recently said: 'Very quietly, over about 18 months, Ike started pouring salt into my open wounds'. And this plays out in the series, as we watch Ike collect Marty's deepest fears and insecurities during their sessions and use them against him to manipulate him.

Surprisingly, some of the most affecting scenes are not related to money at all, or even any of the classic signs we might

expect to see in a case like this. Watching Ike distancing Marty from his family, demanding a high-paying job within his company and sabotaging new relationships are all difficult to watch, but it's the more subtle details that leave a lasting unease.

Over 30 years Ike slowly manipulated Marty until he had completely taken over his life. Most scenes show the good times as Marty enjoys spending time with his 'new family', hosting parties, having silly paint fights and playing in the pool. However, when Ike doesn't get his way, he plays into Marty's insecurities; making him feel alone, abandoned, and desperate to 'fix' things and make Ike happy again. These moments become more frequent and Marty seems more and more unsure of himself. It's in these moments that the almost unbelievable decisions are made to make Ike a co-owner of his valuable business, to buy the neighbouring holiday home in the Hamptons and, ultimately, to cut down his treasured mother's favourite tree – all at Ike's insistence.

These are shocking moments. However, it's the subtle acts we can all relate to which can start to build into something even more terrifying – questioning Marty's sandwich choices, allowing Marty to sleep in a small guest room in his own house while him and his wife took the main bedroom, convincing Marty to redecorate his home to Ike's preferred colour scheme and expecting Marty to clean up after every party. Parties Ike was hosting for his friends... in Marty's house. Marty's identity

was being slowly stripped away.

Eventually Ike replaced Marty's family pictures with photos of himself. And it's no wonder that it's one of the first things Marty's sister comments on when she comes back to the house for the first time in 27 years. She doesn't mention the money, the business or the clear overstepping of professional boundaries. She mentions the photos. It's a hugely powerful representation of how Marty was manipulated, used and ultimately, erased.

Financial abuse goes so much further than the monetary aspect often focused on in the courts. This series is an uncomfortable journey through the personal experience of abuse and the lasting impact it has.

#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)

From Learning Lessons to Taking Action: ACT and CPSU Safeguarding Adults in Sport Conference 2022



Child Protection in Sport Unit

ann craft trust
acting against abuse

The 2022 ACT and CPSU Safeguarding Adults and Children in Sport Conference took place on Zoom over two mornings on 19 and 20 January.

From Learning Lessons to Taking Action, the conference challenged attendees to create a safer place for all children and adults in their organisation, whatever their role.

Annamarie Phelps CBE is the current Chair of the British Horseracing Authority and Vice Chair of the British Olympic Association. Annamarie chaired and provided introductory sessions on both

days. She also conducted panel discussions at the end of each day.

The conference explored:

- How participants ensure that their organisation is operating a safer culture for participants of all ages, abilities, race, cultures, sexuality, sex, and gender
- Protecting and safeguarding the wellbeing of those taking part
- How organisations ensure that everyone feels able to share any concerns at an early stage

- How organisations ensure that everyone feels confident to interrupt or question poor practice, lower-level concerns and or abusive behaviours.

The keynote presentations and workshops addressed:

- The learning from recent reviews about safeguarding and welfare concerns in sport and other settings
- New strategies from government and sports councils
- Initiatives to embed best practice in safeguarding
- Supporting and responding to the voices of those with lived experience of abuse within sport and physical activity
- How we can develop safer cultures in our organisations

The conference had an amazing response. Over 250 people signed up to attend from across the sport and physical activity sector in all Home Nations.

Day One – Organisational Responsibilities

Sir Peter Wanless, Chair of NSPCC, welcomed participants.

This was followed by three keynote speakers:

Governance in Sport – Jemima Coates and Rob Morini (UK Sport)

[Read UK Sport's overview of A Code for Sports Governance here.](#)

Rob and Jemima affirmed the UK Sport mission: To create the greatest decade of extraordinary sporting moments; reaching, inspiring and uniting the nation.

A consultation found that 87% find the revised code for sport governance helpful. Particularly helpful is its impact on board and organisational governance.

The revised code has a new focus on safeguarding, as well as on ongoing transparency and accessibility.

[You can access the presentation slides here.](#) You can also [access the Sport England Club Matters online governance guide here.](#)

Learning from Safeguarding reviews in Sport – Christopher Quinlan QC

Christopher Quinlan QC is a barrister experienced in prosecuting and defending cases of homicide and serious sexual assault. He authored the LTA Independent Review into events at Wrexham Tennis Centre.

In 2020 an Independent Review called upon UK Athletics to evaluate its safeguarding policies and procedures. Following this, Christopher led a review of

the structure, composition and operation of the British Horseracing Authority (BHA) Disciplinary Panel, Appeal Board and Licensing. He is also the Independent Chair of the Judicial Panel of World Rugby and The Football Association.

In this session, Christopher shared his understanding that Safeguarding must be a fundamental thread in all aspects of an organisation.

Christopher highlighted key learning points:

- Safeguarding must be visible in an organisation – like the lettering in a stick of Blackpool rock.
- Safeguarding is everyone's responsibility, and it must also be a condition of club affiliation to a governing body
- There should be meaningful and effective training for everyone in an organisation at the correct level for their role
- Effective compliance needs to be in place to ensure that safeguards are effective
- Investigations need to be carried out using recognised frameworks, using a consistent approach and by suitable people

- 'You are not alone' – there is guidance and support, [including these investigation guides and templates](#).

Christopher ended by recognising that safeguarding is not glamorous.

Safeguarding personnel are doing their best in often difficult circumstances.

Safeguarding culture in the virtual world - Jim Gamble, CEO, Ineqe

Ineqe CEO Jim is the former Head of Child Exploitation and Online Protection command of the National Crime Agency.

Ineqe is an organisation specialising in role of technology and online safety for children and young people. This involves providing safeguarding support and training to organisations.

Jim raised several key issues, including:

- The need for safeguarding expertise on boards. We must treat "safeguarding" as a separate idea, and not just part of "health and safety" and "human resources".
- Organisations must also make safeguarding part of induction and training.
- Safeguarding policies need to be useful and 'have legs'. So they should be working documents.

- Safer recruitment – there should be a single pathway for staff and volunteers. And if an organisation wants to deviate from this process, they must not do so without senior sign-off.

[You can access resources relating to Jim's session and his work here.](#)

Following these talks, participants could attend one of six workshops.

Inclusive Culture = Safer Culture – Nathan Stephenson, Disability Sport Wales

Nathan encouraged participants to think about their cultures, behaviour and values, as well as their unconscious biases regarding people with disabilities.

As an activity, participants had to list six words that they'd use to describe an inclusive culture. All the words related in some way to how one approaches practice, how one approaches people, and how one encourages ways of being.

The workshop next explored the benefits of an inclusive culture. It creates an environment where peoples' differences can lead to growth. Inclusive cultures also create places where people feel they can be their genuine selves.

It also explored the impact that labelling can have on people. It can lead to

stereotyping, to offence and withdrawal, and to "learned helplessness".

[You can access the presentation slides here.](#) You can also [listen to a podcast ACT recorded with Fiona and Nathan here.](#)

Creating Culture Change – Bianca Logronio, Kent County Council

"Adults are much more likely to act their way into a new way of thinking than to think their way into a new way of action" – Richard Pascale.

The workshop defined culture as "the ideas, customs, and *social behaviour* of a particular group of people". It next asked participants: "What are the ideas, customs and behaviours of a safe culture?"

They explored the three foundations of a safer culture: Listen, learn, and lead, and discussed the link between *thoughts* (ideas and beliefs), and *behaviour* (customs and action).

The workshop demonstrated the importance of deciding – at an individual or committee/board level – to lead culture change by creating specific changes in behaviour that are SMART (specific, measurable, achievable, realistic, time bound)

[You can access the presentation slides here.](#) You can also [learn more about the](#)

[ACT #SaferCultureSaferSport campaign here.](#)

Learning From Safeguarding Adult Reviews in Other Sectors – Lisa Curtis, Joanne Pell, ACT

Through studying other sectors we can learn to recognise the signs of poor safeguarding cultures. We can also recognise the role we can play in creating more effective safeguarding cultures.

Creating a safer culture is not a box ticking exercise. It's all about working towards shared values, with a common purpose and collaboration across the whole organisation. So a safer culture is clear and transparent, with high levels of trust and a focus on people.

The workshop also explored a few “household names” of poor cultures that lead to abuse. They identified a “golden thread” common to all these examples – including power, control, and a lack of oversight.

[You can access the presentation slides here.](#)

Getting the Board on Board Nicola Dean, ACT, Denise Richards, CPSU

Jayne Wilson, the Lead Safeguarding Officer for Active Lancashire, began by explaining how she is a member of the Lancashire Safeguarding Adults Board.

There are many benefits to having close links to the board. These include putting sport onto the agenda, and having people she can consult with about any safeguarding issues that come into the active partnership.

Paul Hughes from Nottinghamshire Safeguarding Adults Board next gave an overview of the role of a Safeguarding Adults Board. This includes overseeing all safeguarding work that takes place in their locality. It also includes producing a strategic plan informing of what's to come.

Denise next explored the role of the board in sports organisations and highlighted the key role of the board champion for safeguarding. This role is now in A Code for Sports Governance that was discussed by UK Sport.

[You can access the presentation slides here.](#) You can also [listen to the podcast Jayne Wilson recorded with ACT here](#)

Learning from Tokyo and Rio – Clare Cunningham, British Paralympics and Kimberley Walsh, ACT

So what can we learn from the Rio Paralympics and the Tokyo Paralympics?

A key lesson is that the vast majority of athletes were “confident in the team environment's safety and security that Paralympics GB created.” The majority of

athletes rated their experience as a team member as “World Class”. Many also rated it as “very good.”

Paralympics GB succeeded in creating a positive culture. So the workshop explored some of the ways they achieved this. For example, they appointed a number of key safeguarding roles, including 11 trained designated safeguarding officers and 15 trained mental health champions. They also made welfare and wellbeing a priority from the start, and they held regular meetings to identify and act upon possible risks.

You can also access an ACT resource dealing with the [vulnerability of elite athletes here](#).

Overview of Learning From Sport Reviews – Paul Stephenson, CPSU

“The welfare of the child is paramount”. Does your sport culture reflect this?

Based on examining 11 reports from a range of sport organisations, Paul identified six key issues for the sport and voluntary sector:

1. Lack of priority for safeguarding roles and responsibilities.
2. No clear safeguarding policies.
3. Limited training requirements.
4. Poor engagement with parents and children.

5. Inadequate understanding of risk and when to report.
6. Organisational cultures do not reflect aims.

So if we’re to see real change, we must clarify safeguarding roles and responsibilities. We must also develop robust safeguarding policies and procedures, and a training plan to include all stakeholders.

[You can access the presentation slides here.](#)

[You can also read the CPSU briefing on learning from inquiries about safeguarding practice in sport here.](#)

Day Two – Listening and Implementing

Day two began with two keynote talks:

Listening to People with Lived Experience – Paul Stewart – former professional footballer

Paul is an English former professional footballer who played top division football for Manchester City, Tottenham Hotspur and Liverpool.

In this session, Paul shared his experience of being groomed as an individual. He also talked about how the now-deceased football coach Frank Roper groomed his

family.

Paul described the ongoing impact of the abuse on his life as an adult, his mental health and his relationships with his wife and children.

[Paul has spoken out publicly about this abuse.](#) He now spends much of his time sharing that experience in the hope that this will prevent others going through the same ordeal.

In conversation with Paul Stephenson from the CPSU, Paul Stewart described how this hope keeps him going through times when it is difficult to speak about his experiences. He discussed how important it is that all participants in sport and those supporting them, such as families, need to be aware of how the power of the coach and the allure of success can be used to groom and control individuals.

Paul also spoke about the power of naming abuse so that children and adults can speak out if they feel or notice something that seems wrong.

[Visit Paul's website to learn more about his life and work.](#)

Bystander Intervention – Dr Rachel Fenton, University of Exeter

Rachel set up the Women Law Students Forum at UWE. She gained ESRC Festival of Social Science funding to work with her

students and pupils at a local secondary school on tackling sexual violence.

Rachel became the lead on a Public Health England project on bystander intervention for the prevention of sexual and domestic violence in university settings.

In this session, Rachel shared the work of the [Intervention Initiative](#) with us.

The Intervention Initiative explores how we decide whether a behaviour is acceptable or not. Intervention training also supports people to recognise the attitudes that underpin abuse and behaviours classed as 'micro aggressions'.

Research shows that abusers take their cues from others. So when discriminatory attitudes and micro aggressions are tolerated it can embolden even more harmful abuse.

The training supports people to make interventions that interrupt such behaviour. This signals to everyone – from the person who behaved in this way, to their intended target, to any bystanders present – that such behaviour isn't acceptable.

Based on this project's success in educational settings, "Football Onside" is extending it to sport settings. [You can read more about this project here.](#)

Rachel would be happy to hear from other sport and activity organisations who want to become partners in the Bystander Intervention work.

Day 2 Workshops

Once again, participants could attend one of six workshops:

Bystander Intervention, Practical Steps – Kevin Murphy, NWG

“Everybody blamed Somebody when Nobody did what Anybody could have done.”

What happens when nobody does anything? Inaction can lead to affirmation, emboldenment and enablement, and this in turn can lead to abuse.

Kevin referred to the [Everyone’s Invited Challenge](#). This involves a series of personal pledges that anyone can make:

- Treat others with empathy and respect.
- Talk about rape culture with my family and friends.
- Not start or spread sexual rumours about other people.
- Believe and support survivors.
- Call out derogatory or offensive comments.
- Never take or share photos without

consent.

[You can access the presentation slides here.](#)

Putting the Athlete at the Centre – Elaine Francis, British Athletic Commission

A discussion about understanding the impact that trauma can have on athletes.

“Many athletes have histories of trauma both inside and outside sport. But often they don’t recognise the significant effects of trauma in their lives. Either they don’t draw connections between their trauma and their presenting problems, or they avoid the topic all together.”

The workshop next discussed how we can learn from people with lived experiences, with some tips on how to be “trauma-informed”.

[You can access the presentation slides here.](#)

Gathering The Views of Children and Young People – Luton and Bedfordshire Active Partnership

The Luton and Bedfordshire Active Partnership aims to give young people a platform to influence and support the direction of sport and physical activity in their area. They want to listen to their views, and also use the insight they gain to support young people to become more physically active.

Once more, it comes down to culture. So the Luton and Bedfordshire Active Partnership aim to change the culture for young people. It's all about ensuring they feel they can report concerns, and that they know what to do when they have concerns.

[You can access the presentation slides here.](#)

Learning From Other Sectors: Safer Cultures and Power Dynamics in Faith Groups – Cate Meredith, NSPCC

Investigations into child sexual abuse in faith settings tell us a lot about the role that organisational culture and power dynamics can play in creating and maintaining the conditions for abuse.

We can learn from faith settings through examining the actions they take to address abuse – as well as the areas that still need improvement.

[You can access the presentation slides here.](#)

Coach Welfare – Heather Douglas and Ian Braid, UK Coaching

Coach welfare is all about “looking after the people who look after people.”

UK Coaching explained the role they take in supporting coaches, through representing, empowering, assisting, and connecting. Heather and Ian also led a

group discussion about how we look after the people who look after people. [You can access the presentation slides here.](#)

Adult Safeguarding and Wellbeing in the Unaffiliated Sport and Activity Sector – Catherine Sykes, ACT, Steve Boocock, Wiltshire and Swindon Sport

How can we develop our work with safeguarding adults in unaffiliated and unregulated sport and activity settings?

This session explored:

- What do we mean by “unregulated sport and activity”?
- What safeguarding challenges do we face in this sector?
- How can you help safeguard adults in your organisation?
- What resources will help support you in your role?

[You can access the presentation slides here.](#)

Making Your Club a Safer Place – Nicola Dean, ACT, Di Murray, CPSU

Organisations should focus on creating a safer culture for their participants and workforce from the start of their experience. This workshop discussed how organisations can act to put participants at the heart of activities, and prioritise the welfare and wellbeing of everyone taking

part.

This session began by explaining what we talk about when we talk about “culture”. It then referred to the [Ann Craft Trust #SaferCultureSaferSport campaign](#), before encouraging participants to share ideas for how they could make their clubs and organisations safer for everyone.

[You can access the presentation slides here.](#) You can also [see some of the ideas participants had for creating safer cultures here.](#)

Some feedback from attendees

Reminded me of why I do what I do and inspired me to keep pushing.....

It was so excellent in terms of content!

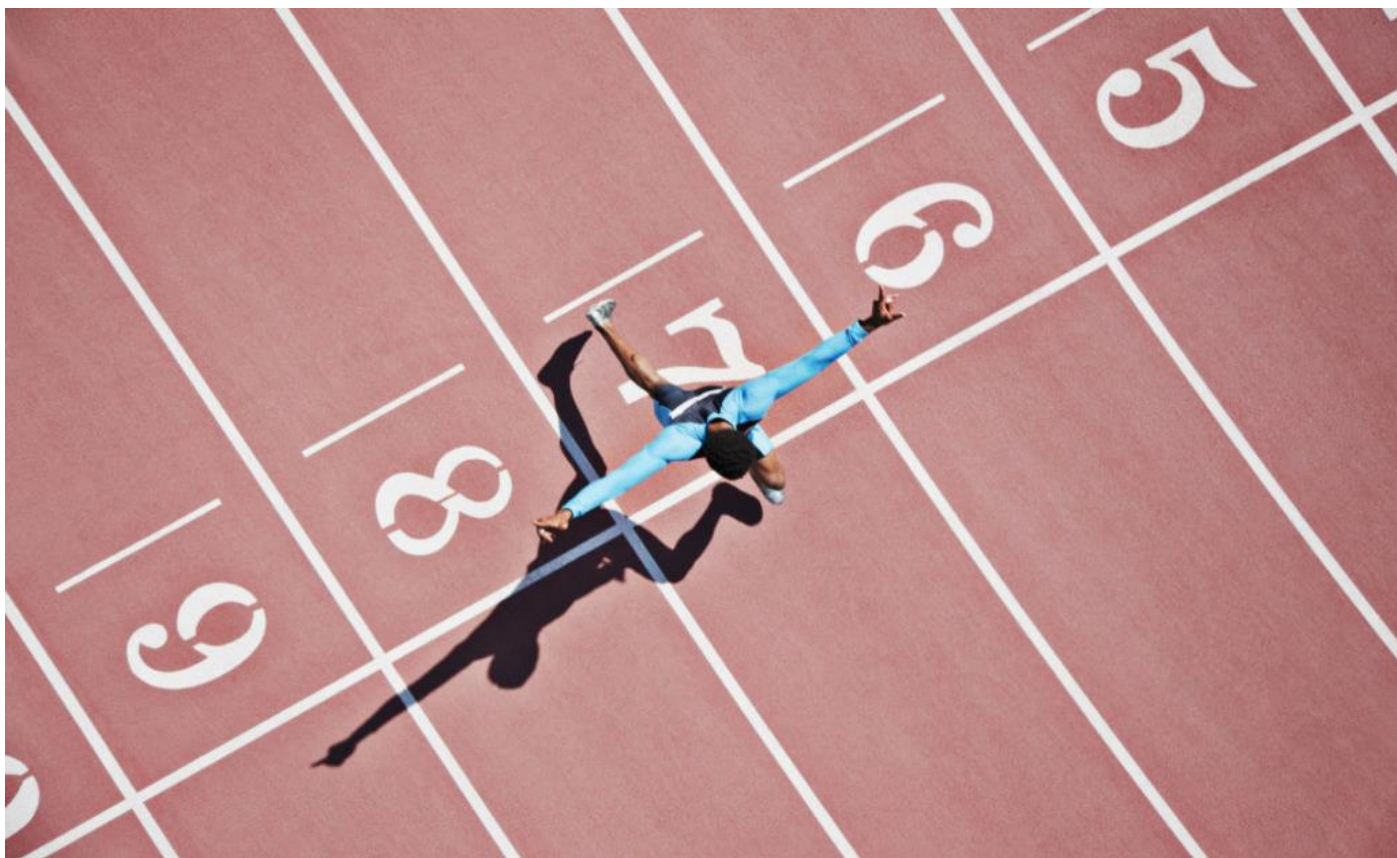
Also the tech was so well-handled. It was so seamless and slick.

Great to hear from a variety of speakers. I would definitely attend another conference in the future.

I would like to particularly mention Paul Stewart's presentation as very moving. It shows the real need for safeguarding, and for responsible and inquisitive volunteers, staff, etc. It also shows how a positive culture in sport that allows such behaviour to be rooted out and support can give confidence to survivors/bystanders to come forward.

Feedback from the CPSU and ACT

CPSU and ACT would like to thank the chair and all the presenters for offering their time to plan and deliver at this event. Delivering via Zoom is not easy, and we think everyone did a brilliant job of delivering some key messages while dealing with the technology.



Putting Policy And Procedure Into Practice Within Sport and Activity

CPD Case Study Session

Using group discussion and case study scenarios, this session is designed to be an extension of the third module in the Safeguarding Adults in Sport Level 3 training course- Putting Policy and Procedures into Practice.

This sessions aims to offer you the opportunity to engage in continual professional development to increase your application of knowledge and understanding in Safeguarding Adults in sport and activity.

Tuesday 5 July: [Register Here >>](#)

Tuesday 4 October: [Register Here >>](#)

Listening to the Voices of Sport Participants

Nicola Dean, Charlotte Gilmartin, Dr Anne Patterson, Tina Thordal



Safeguarding Adults in Sport and Activity for everyone – we all have the right to take part in sport and activity in safety, free from abuse and neglect.

is an ACT project funded by Sport England, UK Sport and Sport Wales

The aim is to help National Governing Bodies, Active Sports Partnerships, regional partnerships and sport and activity organisations to develop best practice in safeguarding adults at risk.

We believe that safeguarding adults is a responsibility for every sport and physical activity organisation. Getting this right will ensure a wider participation in sport or physical activity and ensure safe access

For the past four years ACT's contract with Sport England has included working with participants and athletes. The purpose is to ensure that the voices of adult participants and athletes are integral to the development of the ACT safeguarding adults in sport and activity service.

The original development of the project was undertaken by ACT Safeguarding Adults Manager Nicola Dean, ACT

Associate Tina Thordal, and Penny Roberts, a safeguarding expert and the parent of an adult with care and support needs. The team then grew to include a former speed skater Charlotte Gilmartin, and Nottingham University researcher, Dr Anne Patterson.

As Sport England begin their new 10 year strategy, [Uniting the Movement](#), the participant team offer their reflections on what has enabled and also challenged ACT in their mission to listen to the voices of sport participants.

They end with explaining the new project strategy and outline ways in which you can help..

Reflections from ACT Safeguarding Adults in Sport Manager – Nicola Dean

As the manager overseeing the participant work, Nicola's reflections focus on the work that the team has undertaken and how it fits with the ACT Safeguarding Adults in Sport agenda.

"The project was developed because safeguarding shouldn't be 'done to' adults, it should always be 'done with them'. The voice of adults should be at the centre of any service, group or organisation. And that includes sport and activity.

"We wanted to speak to adults taking part in sport and activity and find out from them what made them feel safe, what

was working and what wasn't in their club or group.

"This ethos fitted with the Sport England Strategy 'Towards an Active Nation', that looked 'beyond simple participation to how sport changes lives and becomes a force for good.' At its heart were five outcomes: physical wellbeing, mental wellbeing, individual development, social and community development and economic development. Customers were at the heart of the strategy, with Sport England using insight to drive the work."

What went well:

Running face to face sessions linked to Active Partnerships

"The team worked to develop standard questions that could be asked to groups of people taking part in sport and activity. We were able to meet with groups through local Active Partnerships who either put us in touch with specific groups e.g. disability basketball, or who set up a forum group themselves, inviting participants from a variety of clubs or groups in their area."

The diverse skills and knowledge of the team

"Having an athlete introduce the session made the subject come to life as she was able to reflect on her own experiences of being in a team. The groups were run by

an experienced facilitator. The results from the group discussions were then analysed by the researcher who was able to identify themes.”

Developing a survey

“A survey was also developed that participants could access online. This meant that people who couldn’t attend in person could still share their views. An Easy Read version of the survey was created, meaning that it was more accessible.

“The survey was also promoted nationally on the ACT website.

“In addition we worked with a National Governing Body to survey their participants and create a report that they could use to develop their safeguarding strategy.”

Challenges:

Running sessions remotely

“Lockdown saw a move to running forums online via Microsoft Teams. We saw that the participants were mostly staff or volunteers in sport and activity. Their insight into safeguarding adults was useful, but it wasn’t the main purpose of the sessions.”

Finding adult participants to speak to

“We put on some events that participants could book onto and promoted them via

the ACT website and social media. This resulted in very little interest, perhaps because most of our audience consists of sport managers and people from governing bodies, rather than participants.

“We also worked with an NGB that promoted a face-to-face session for participants that was cancelled due to lack of interest.”

Moving forward

“We have revisited the purpose of the work and created a new project brief that will align with Sport England’s Uniting the Movement campaign.

“We will also link the work to the [ACT Safer Culture Safer Sport campaign](#), where ACT is encouraging organisations to Listen, Lead and Learn to make sport and activity safer places for all adults. “

Reflections from Project Co-ordinator – Tina Thordal

Safeguarding needs to be a priority in every organisation and especially in sports services providing support to maintain positive mental health and wellbeing.

“Our contact with sports participants was initially face to face. It was interactive, and fun. We set questions for the group, and explored people’s perspectives on

safeguarding matters, and raised examples of best practice. Small group discussions provided an opportunity to learn from others.

“Our athlete (Charlotte) set the scene, and prompted questions and discussions about the difficulties participants in sport might face in recognising and disclosing a safeguarding concern.

“We learned to adjust our time with individual groups according to what fitted in well with their sports sessions.

“Unfortunately, our face-to-face events were short-lived due to lockdown. , We switched to Microsoft Teams to maintain contact and continue to gather data. For many reasons this has proved to be less successful.

“After gathering suggestions and ideas from the sports sector, we now offer a standard questionnaire to individual clubs which they send to their athletes via email. We are also happy to deliver a virtual session for club members and also face to face.

“Our researcher (Anne) collates the information and returns her findings to the club along with a brief report. All questionnaires remain anonymous.

“Each club is now able to identify best practice, and we know from feedback the aspects of safeguarding where athletes

remain confused and unclear.

“There is no cost to clubs and the benefit of receiving a brief report of findings is that it enhances the ability to maintain, support and protect all club members, including staff.”

Reflections from retired elite athlete and ‘expert by experience’ – Charlotte Gilmartin

It was valuable to have Charlotte’s input as an athlete as this validated some of the assumptions we made about some of the challenges we faced in finding athletes/ sports participants to speak with us.

What went well:

“Prior to COVID restrictions I felt the face-to-face forums were really successful. It was easier to connect and ‘read the room’, enabling us to create a safe environment for participants to talk more openly.

“I found this was the same in the smaller break out groups during our online forums. However, this meant it was more difficult to retain the key information after the forums, with only one person to recall what was said.”

Challenges:

“I have sometimes found it difficult to explain my experiences without feeling as though I am tarnishing the sport’s/

organisation's name.

"I loved sport at every level. It gave me so many highs. However, I feel it is important to talk of the lows in order to make a change. The challenge I see is in getting through to the current athletes to have their say (which would be more powerful) If they maybe have these same feelings or concerns of backlash in any way.

"It's difficult getting them to arrive at meetings when their focus can be so narrowly set on performance and outcomes. Athletes may be unaware of some types of abuse and wouldn't be willing to stick their head up unless it seemed extreme."

Moving forward, overcoming challenges:

"I feel the barrier is removed if we can get to sport organisations individually, so that the athletes know their performance directors/ managers etc are championing this and we are going/coming to them rather than them to us.

"The key thing would be to help embed best practices and positive mental impact – it would not be to tell people off or expose.

"It can be very time-consuming collecting contact information, travelling and organising visits and this can prove expensive within a small scale project."

Reflections from Researcher – Dr Anne Patterson

"During this time we have attempted to conduct research via face-to-face focus groups, which subsequently became online forums during the pandemic, and also via surveys.

"These surveys have been administered either via our team sending SurveyMonkey links or hard-copy surveys directly to respondents, or creating a link for safeguarding lead officers/personnel to send out to their members.

"My role has been the development of these data 'tools' (focus group questions, survey questions etc) to capture data from respondents, as well as collating and presenting this data.

"As part of a team effort I have also assisted with recruitment, offering advice on what might and might not work, monitoring responses and networking whenever possible.

"While we enjoyed some success in reaching respondents early in the project we have also faced a number of challenges."

What worked well in reaching respondents and gathering 'data' – ENABLERS

“Being able to visit organisations/clubs and potential respondents face-to-face worked extremely well in the beginning and those facilitating the focus groups/forums were able to engage more fully than has been the experience in any activities since then.

“Having a ‘real-life’ athlete, an ‘expert by experience’ at the sessions who could reflect on experience of rising to be an elite athlete and subsequently retiring from the elite scene, provided powerful material for discussion and exploration of what good and poor safeguarding might look like. Real-life ‘expertise’ is a very influential force for getting people talking.

“The Covid pandemic halted many of the above opportunities and, for a time, online focus groups/forums worked well, but tailed off, possibly due to online meeting fatigue or possibly because people began to develop new ways of actually doing/coaching sport and so focussed on sport itself.”

What has not worked so well – BARRIERS

“Sports participants, coaches and other staff are quite naturally attracted to sport, by sport itself. Talking to facilitators/researchers is not sport.

“The doing/coaching of sport quite naturally ‘trumps’ responding to research enquiries. In addition to this, the subject of

‘safeguarding’ may not be high on people’s priority lists:

it may not be seen as relevant – especially when all is working well for them or they do not see themselves as ‘adults at risk’; it might only be seen as relevant when things go wrong

it can be an unpalatable topic more generally, especially in the face of a lot of media interest in certain sports when/where things have gone drastically wrong for those sporting organisations we approach with a view to accessing their members’ views and taking part in our research, there is a risk associated with potentially ‘opening a can of worms’ – organisations may be understandably reluctant

it is possible that generally safeguarding of adults is seen as less of a priority than that of children – adults can be seen as masters of their own lives and not in need of safeguarding – for sports participants depending on others to participate, ‘risk’ might be overlooked

We have received feedback that our enquiries, whether sets of questions for face-to-face engagement, or our various surveys are quite lengthy and so may lead to research/survey fatigue etc.

Given the sometimes, unwieldy organisation of sports governing bodies

and differing echelons of governing and monitoring of activities (including safeguarding matters) it is challenging to know where (at what level) to target research enquiries with a view to reaching sport members/participants and avoiding any possible 'gatekeeping' to hearing their voices/views.

What we have learned thus far and where/how we hope to focus ONGOING EFFORTS

All of these are understandable concerns and we need to reassure respondents of our intentions in doing this work and that it is a safe space to discuss these matters – it is not to point fingers, it is to keep all of those involved safe.

Change emphasis/messaging from matters of 'safeguarding' to be more about keeping people safe and well whilst doing/coaching/overseeing sporting activities – promoting a more positive tone than what might be considered 'traditional' safeguarding.

Shorten sets of questions/inquiries – focus groups and surveys need revisiting for expediency and accessibility.

Engage in different ways with groups/respondents, particularly as there are greater opportunities to be more creative, post-pandemic.

Take a two-pronged approach – aimed at

appealing to the higher echelons in sport in the hope that they will cascade our research enquiries to their members and also a more grass-roots approach to local clubs so that we reach respondents

General OBSERVATIONS about doing research in this arena

“During this project I have become more aware of several areas where there is a 'blurring of the lines'; particularly of 'intimacy' (e.g. giving of lifts to practice, accommodation at events) as coaches/sports participants strive to do well in their sport – albeit sensibly and legitimately.

“There seem to be practices (a culture, even?) that that is 'just how it is if we are going to pursue and do well in sport' and we may need to understand this more as we engage in this research project.

“Though these sound like 'findings' from our research it is more a realisation on my part, at this stage of the project, that any lack of acknowledgement/recognition of a need for safeguarding (and so people's lack of desire to engage with our research), might to some extent be explained by people not appreciating that what seem harmless and everyday practices could in some cases be the seeds of something that could become a safeguarding risk.”

In terms of the project's PROGRESS AND

FINDINGS to date you could also visit:

[A short report on our preliminary findings from these sessions.](#)

[A podcast recording of the project, and its progress.](#)

Looking ahead

The team has a new project brief which is part of the Sport England's, "Uniting the Movement" ten-year strategy.

In particular the team will be seeking the perspectives of those taking part in sports and activities, who may be potentially marginalised due to age or (dis)ability, gender, sexual orientation or any other characteristic that might lead to potential inequality of opportunity or treatment while pursuing sports and activities.

Initially the team are focussing on the perspectives of those in older age groups and those who may have a learning or physical disability.

If you and/or your sports group identify as belonging to either of these groups, we would love to hear from you, with a view to coming along and asking you more about your experiences.

Contact the ACT team ann-craft-trust@nottingham.ac.uk

Or call **0115 951 5400**.

From Social Work to Safeguarding in Sport: Reflecting on the Past

Hazel Rippin, Marketing Officer, ACT



This year we celebrate 30 years of the Ann Craft Trust.

We asked our Safeguarding Adults in Sport Manager Nicola Dean to reflect on how her role's evolved over the years, and to explore how working as a social worker has influenced her role in safeguarding in sport..

Starting a career in social work

Nicola qualified as a Social Worker in 1998. Her first role was in a children and families assessment and reception team for a

local authority. This was nine years after the [Children Act 1989](#) was passed, which aimed to strengthen protections for children through clarifying and simplifying the existing patchwork of legislation. It emphasised that the child's welfare is paramount.

During this time, she recollects teaching families about night time routines, responding to sexual abuse cases in local schools and learning how to knock on a door correctly.

Nicola remembers the handwritten paper trails and filing systems. Plus there was only one office computer to check if a child was known to the Local Authority. The digital filing system was only introduced in 2002.

In the old files, Nicola could see that formal language was always adopted in correspondence. Meetings would even be held without parents being present; they were simply informed of outcomes. The views of children were rarely logged.

Social Workers provided family support as well as undertaking child protection investigations. Unlike today, there were few support services to refer families to. The Local Authority ran a Family Centre that would conduct assessments on families, but they only received support if they were referred to it.

The [HomeStart](#) service, founded in 1973, stood out in offering support to families. Their local volunteers were lifelines for many families.

There is a way to knock on a door!

Nicola reflects on working with health visitors, local schools and families.

“Neighbours would often pop out and say things like ‘you’re from the social, they’re not in’ but how did they know I was a Social Worker?!”

Nicola says that working with Police

Officers was a real education. They even demonstrated how to knock on a door to get it opened. “My knock was too weak initially, apparently. The police were also a source of local knowledge and would go with me to talk to families that they knew. There was a real sense of them being respected in the community back then, if not always liked”.

Working with The Ann Craft Trust

Nicola recalls: “I became aware of the Ann Craft Trust when I went on to Family Support with disabled children and their families. I loved getting the bulletin through the post and would photocopy articles for the team. The work that Ann Craft and Pam Cook did really inspired me. I went on to become a trainer for the ACPC, focusing on safeguarding disabled children – an area that Ann Craft specialised in and was so important to my training.”

Nicola joined ACT as an Associate Trainer and worked with the Safeguarding Children’s Manager, Rachael Clawson. She trained a variety of teams, from child minders to Ofsted Inspectors.

“I was nervous running training at first but then at one event a delegate said that they were attending the training as it was being run by the Ann Craft Trust and they knew that it would be excellent. In 2015 I

was proud to become a Safeguarding Adults in Sport Manager. The Ann Craft name certainly brought credibility to the role and I was able to work with the CEO Deborah Kitson and learn from her years of experience.”

With Nicola’s help and funding from UK Sport, Sport England and Sport Wales, we have since gone on to create a Safeguarding Adults in Sport Team.

“Throughout my work with The Ann Craft Trust, I have been able to apply my social work skills and knowledge. I enjoy discussing safeguarding situations with people at all levels in sport and activity, it is satisfying to help people work to find solutions. I also love to network and make connections with colleagues across the sport and activity sector. By working together we can embed safeguarding adults in organisations.”

Moving away from ticking boxes

Nicola highlights her frustrations, in particular “the ‘tick box’ approach to safeguarding, where the focus is on organisational processes, rather than making safeguarding personal and putting the person at the centre.

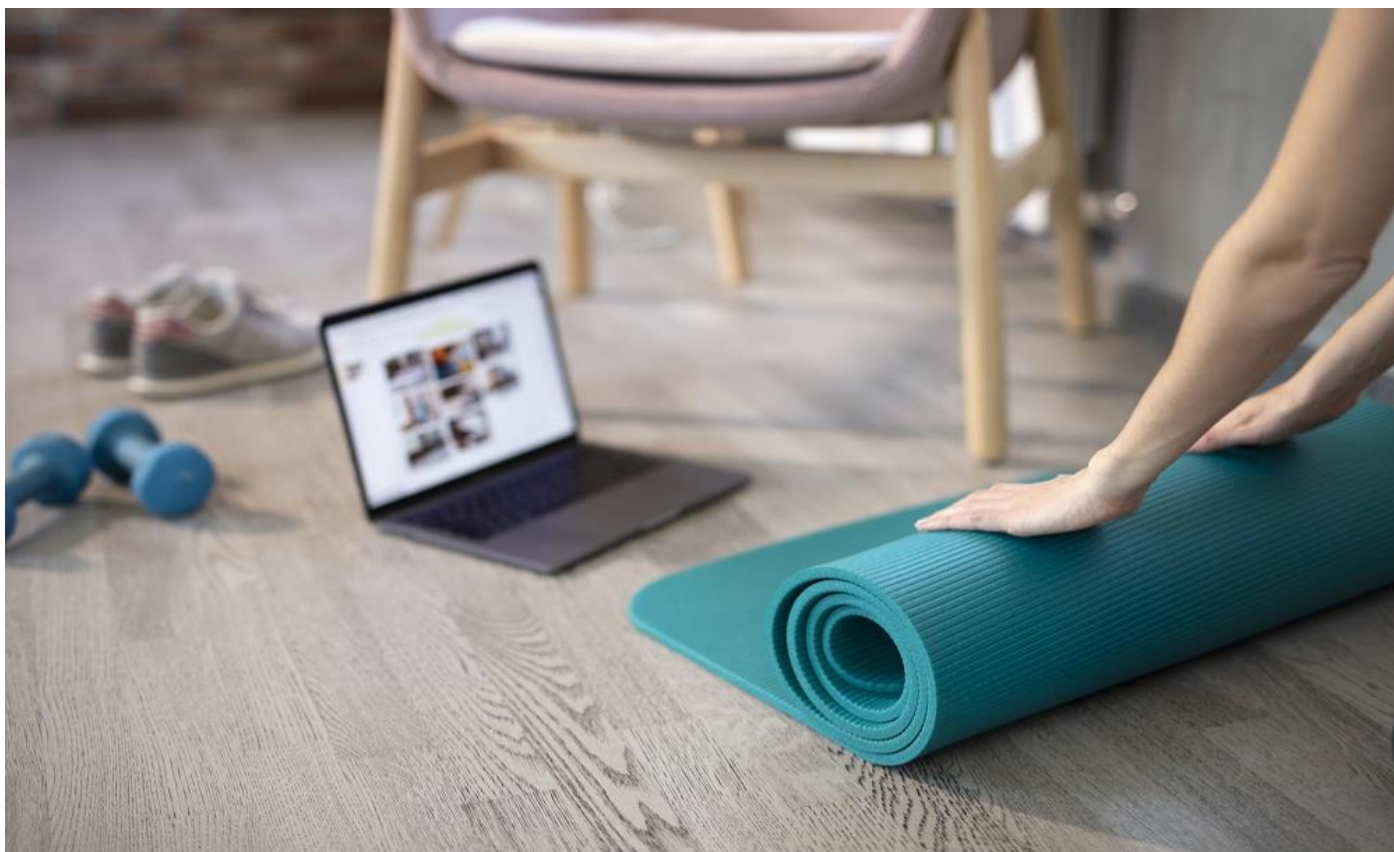
She also talked about how people and organisations can ignore unsafe situations in order to maintain the status quo, allowing ‘personalities’ to dominate

organisations. Finally, some people still seem to believe that safeguarding adults is something that others do.

Nicola is currently focusing on delivering the [#SaferCultureSaferSport](#) campaign. This initiative encourages organisations to create environments where all adults can participate, free from abuse and neglect.

It is the basis of the Ann Craft Trust: Everyone has a right to be treated with respect and dignity. Everyone deserves to be safe.

[Help us mark 30 years of safeguarding adults and add your story to our safeguarding time capsule.](#)



Safeguarding Adults in Sport and Activity in England Level 3 Online Training

This course covers Safeguarding Adults for Lead Safeguarding Officers/Deputies in NGBs and Active Partnerships in England. It is also relevant for National Lead/Deputy Safeguarding Officers in unregulated/unfunded sport and activity organisations.

We'll explore best practice, the law, how to respond to and report safeguarding adult concerns, creating a safer culture and an inclusive and accessible environment, and the importance of effective safeguarding policies and procedures.

Tuesday 7 June—Wednesday 15 June: [Register Here >>](#)

Tuesday 6 September—Wednesday 14 September: [Register Here >>](#)

Tuesday 6 December—Wednesday 14 December: [Register Here >>](#)

Say Something If You See Something— Fighting Abuse and Exploitation in Sport and Leisure



NWG Network has launched a campaign focusing on abuse and exploitation in the sport and leisure industries. As part of the campaign, NWG Network is urging clubs to:

This campaign is encouraging people to speak up with any concerns they may have – however small – about those working with children and young people in sports clubs and leisure centres.

It is also urging clubs and venues to ensure they are on top of their game when it comes to safeguarding.

- Check the safeguarding requirements of their insurance policy.
- Review the training staff receive. Make it compulsory, if it is not already.
- Ensure staff know what “low-level concerns” are and how to address them.
- Ensure safeguarding starts from top-

down, and that everyone understands that we all have a part to play.

Don't Let Low Level Concerns Escalate

Kevin Murphy, NWG Network's Safeguarding in Sport lead, said:

"Abuse and exploitation are areas that people can often feel uncomfortable talking about. They may find it difficult to raise minor concerns that others will view them as a trouble-maker. People may also worry about false accusations.

"But if we take these low-level problems seriously, we can act on them before they escalate.

"A quiet word with those in charge at the club now could stop a potential abuser in their tracks. Or, if you feel you can't approach the club, call police on 101 to report non-urgent concerns."

Say Something If You See Something – How To Support The Campaign

NWG Network has created a range of resources to share on social media, and within your wider network.

[You can find logos and more resources here.](#)

Safeguarding News Watch: Safeguarding Young People

A Guide to Metaverse and VR Buzzwords

April 2022 | ineqe.com

How to Talk About Cyberbullying With Children With Autism

7 April 2022 | ineqe.com

National Siblings Day—Celebrating Young Carers

10 April 2022 | [Sibs.org.uk](https://sibs.org.uk)

Girl With Autism Unlawfully Detained at Hospital, Court Finds

5 April 2022 | [TheGuardian.com](https://theguardian.com)

Creating Safer Cultures for 16–24 Year Olds

April 2022 | [ISSUU.com](https://issuu.com)

SEND Review—First Impressions From National Autistic Society

30 March 2022 | [Autism.Org.UK](https://autism.org.uk)

Stand With Autistic Children and Young People!

March 2022 | [Ambitious AboutAutism.org.uk](https://ambitiousaboutautism.org.uk)

Safeguarding News Watch: Safeguarding Adults at Risk

Severely Disabled Man “Dumped” at Hospital After 24/7 Nursing Care Cancelled

12 April 2022 | [Glasgowlive.co.uk](https://www.glasgowlive.co.uk)

Documentary Examines Sexual Abuse in the Music Business

10 September 2021 | [FT.com](https://www.ft.com)

Public Consultation on Liberty Protection Safeguards and MCA

17 March 2022 | [Questions-Statements.Parliament.UK](https://www.parliament.uk/questions-statements)

How Assistive Technology Can Make The Internet A Safer Place For All

7 April 2022 | [ineqe.com](https://www.ineqe.com)

Black Domestic Abuse Campaigners Get Valerie’s Law Proposal Heard

29 March 2022 | [BBC.co.uk](https://www.bbc.co.uk)

Over 220 Arrested As Part of Crackdown on County Lines Gangs

25 March 2022 | [LEP.co.uk](https://www.lep.co.uk)

Repeated Failures Led to Death in Shrewsbury Maternity

30 March 2022 | [BBC.co.uk](https://www.bbc.co.uk)

Safeguarding News Watch:

Safeguarding Adults in Sport and Activity

Sport England Publish Movement for All Evaluation

23 February 2022 | [AnnCraftTrust.org](https://www.anncrafttrust.org)

Non-League Club Suspends Operations Amid Modern Slavery Allegations

31 March 2022 | [Joe.co.uk](https://www.joe.co.uk)

The Benefits of Physical Activity for People With Cerebral Palsy

March 2022 | [CPSport.org](https://www.cpsport.org)

Women Share Safety Concerns Over Running in Public

10 March 2022 | [BBC.co.uk](https://www.bbc.co.uk)

Ashleigh Barty Retires – “I’m Absolutely Spent”

23 March 2022 | [BBC.co.uk](https://www.bbc.co.uk)

“The Price of Olympic Gold is Too High”

21 February 2022 | [TheGuardian.com](https://www.theguardian.com)

First Ever Physical Activity Guidelines for Disabled Children Published

18 February 2022 | [NurseryWorld.co.uk](https://www.nurseryworld.co.uk)

Safeguarding Research and Resources

Getting it Right For Disabled Apprentices

Disability Rights UK resource on how the training and employment field can improve accessibility for apprentices with disabilities.

Read more: <https://www.disabilityrightsuk.org/sites/default/files/Getting%20it%20right%20for%20Disabled%20apprentices%20WEB.pdf>

Then Barbara Met Allen

New BBC drama celebrates iconic disability rights campaigners.

Read more: <https://inews.co.uk/culture/then-barbara-met-alan-bbc2-review-true-story-ruth-madeley-arthur-hughes-1530265>

Independent Inquiry Into Child Sexual Abuse

Collection of BBC reports into various cases, including a Manchester music school, Northern Ireland institutions, and treatment centres. Plus, reports from whistleblowers.

More information: <https://www.bbc.co.uk/news/topics/cwm184d3v09t/independent-inquiry-into-child-sex-abuse>

Safeguarding Research and Resources

Stop Abuse! Stay Safe!

A short song by Disability Positive full of tips on how to support people with learning disabilities.

Listen here: <https://youtu.be/FliSqq7w-3M>

How To Look After Your Mental Health During Scary World Events

Essential guidance from Mental Health Foundation.

Access here: <https://www.mentalhealth.org.uk/publications/tips-look-after-your-mental-health-during-scary-world-events>

Elderly Abuse Isn't Always Obvious

Cumbria Constabulary have launched a campaign to help people spot the signs of elderly abuse.

Learn more: <https://www.nwemail.co.uk/news/19946348.elder-abuse-isnt-always-obvious-look-signs/>

Safeguarding Research and Resources

Integration White Paper—SCIE Response

On 9 February 2022, the Health and Social Care Integration White Paper was published. SCIE’s chief executive Kathryn Smith responded: “Better data does not on its own lead to better outcomes or experiences. A culture change in how care is organised, financed and delivered is just as important.”

Read SCIE’s full response here: <https://www.scie.org.uk/news/mediareleases/integration-wp>

Independent Review of Disclosure and Barring Regime

Safeguarding Minister Rachel Maclean has announced an “important and timely” independent review.

Learn more: <https://www.gov.uk/government/news/independent-review-of-the-disclosure-and-barring-regime>

Then There Was Silence

Disabled Children’s Partnership report on how lockdown affected children with disabilities, and their families.

Access here: <https://disabledchildrenspartnership.org.uk/then-there-was-silence/>

Safeguarding Older People With Learning Disabilities

Hilary Brown and June Stein

From Issue 27, April 1999

People with learning disabilities are acknowledged to be at risk of abuse and exploitation. But at present little is known about the distinct patterns of abuse among older people with learning disabilities.

Insofar as the risks faces by older people with learning disabilities are similar to those faced by other older people there is a case for sharing expertise across the learning disability/older people divide.

Increasingly, abuse is being dealt with under generic Adult Protection Procedures, designed to respond to all vulnerable adult client groups, including older people as well as people with learning disabilities. Government guidance to social service departments is expected to endorse this approach.

This provides a helpful framework for responding to the needs of older people with learning disabilities, laying the foundations for a more generic and holistic approach to adults at risk who do not fall into neat “boxes”, but who may be at increased risk of abuse and exploitation.

As social services departments bring together the fragmented approaches to abuse of adults at risk within one policy area and specialism, they are working towards the aim to create an overarching framework which is supposed to assure clarity within and across agencies in the event of allegations or concerns in domestic or residential settings.

The policies set out channels for communication and propose structures for decision making such as strategy meetings and case conferencing for complex cases. The goals of such interventions are to ensure that the person is protected from further abuse, to support them during their recovery from abuse, to bring sanctions against the alleged perpetrator where this is appropriate, and to feed back into services ways of keeping people safe.

A range of abuse is covered within these policies, including physical, sexual, and psychological abuse, as well as financial abuse and neglect.

In cases of abuse of adults at risk reported to two local authorities (Brown and Stein, 1998), one fifth of all reports concerned relationships within which there were various types of harm which did not fall into neat categories. Bennett, Kingston and Penhale (1997, p. 10) proposed a taxonomy which focuses on relationship and setting as opposed to type of harm. This might reflect reality more accurately than reporting based on single incidents involving specific types of harm.

The literature on abuse of adults with learning disabilities has focused mostly on sexual abuse, although physical abuse is the most frequently acknowledged form of harm (Brown, Turk and Stein, 1995; McCarthy and Thompson, 1997). Abuse is usually perpetrated by persons with the adult at risk's daily network, and may be hidden within institutional cultures (see for example Cambridge, 1998; Brown, forthcoming). At a theoretical level abuse of children and adults at risk has been helpfully located within family dynamics (Kingston and Penhale, 1995) and within institutional systems (Wardhaugh and Wilding, 1993). Sobsey (1994) and Cambridge (1998) synthesise different approaches by stressing the links between interaction and both service and societal contexts, indicating a need for intervention at different individual levels and at different stages.

Dealing with abuse requires services to cooperate across the purchaser/provider split and to work to detailed, individually tailored plans within agreed channels of

accountability. Situations that cause concern often raise complicated ethical dilemmas. They are often characterised by tensions between autonomy and respect for choice on the one hand, and vulnerability to abuse and exploitation on the other (Brown and Thompson, 1998). Where these judgements are being made about people with learning disabilities as they grow older, there may be a need to acknowledge increasing frailty or mental health problems.

Estimates of incidence vary depending on the methods used to ascertain who has been abused. Studies that draw on reports made by staff tend to filter out cases involving the most vulnerable people (who may not be able to draw attention to their plight), and/or the most powerful perpetrators (who are able to use their authority to hide their activities and intimidate their victims). Nevertheless, it is thought that about 1,500 people with learning disabilities are reported as the victims of sexual abuse each year. This figure was originally derived from a study conducted by Turk and Brown in 1993 based on retrospective reports, but confirmed by Brown and Stein in 1998 using reports monitored under generic adult protection policies in Kent and East Sussex.

Where information has been gathered about **all** types of abuse, it is evident that physical abuse predominates and frequently forms a component of other forms of abuse, such as sexual, financial, or emotional abuse and neglect (Cambridge, 1998).

In cases of abuse reported during one 12 month period under generic Adult Protection Procedures in Kent and East Sussex (Brown and Stein, 1998), 135 people with learning disabilities were registered as having been abused. Of these, more than half (70 cases) involved some kind of physical violence, 21 of which were compounded by multiple forms of abuse. People with learning disabilities across the whole age range were reported as victims of such abuse, with a peak of risk for young adults between 18 and 29. Both men and women were victims of physical violence (38 men and 31 women, information missing in one case). In many ways this mirrors the figures on the sexual abuse of people with learning disabilities (Brown, Stein and Turk, 1995).

The assaults were perpetrated by three main groups of people:

- By other service users in 12 cases.
- By staff or carers in 15 cases.
- By relatives in 11 cases.

In two cases the assaults were perpetrated by spouses, demonstrating the importance of making links with agencies involved in prevention and response to domestic violence. Men predominated as perpetrators of physical abuse, again mirroring the findings on sexual abuse.

These figures suggest some similarities and some contrasts with those emerging in the field of elder abuse (Pillemer and

Finkelhor, 1988; Macreadie, 1996). There the literature points to a preponderance of spouse abuse over “carer stress” incidents, and also to a predominance of physical over other types of abuse. Ongoing relationships are the site of abuse in most cases as they are where people with learning disabilities are involved (Wardhaugh and Wilding, 1993).

Mental health and social problems on the part of a carer are indicated in many cases, sometimes in situations where the older person has been the stronger partner in a relationship.

The figures suggest that the profile of abuse experienced by older people with learning disabilities may be as much like that of other older people (more physical abuse and neglect), as it is likely the abuse experienced by younger people with learning disabilities (an increased risk of sexual abuse during early adulthood). This in turn suggests that different and possibly additional safeguards or advocacy is necessary for this group, and that services should not assume that people become safer as they grow older.

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Everyone deserves to be safe.