

VOICES IN SPORT

SAY SOMETHING IF YOU SEE SOMETHING



KYNISKA
ADVOCACY



THE WELFARE & WELLBEING GUIDE

A comprehensive, holistically approached,
Wellbeing & Welfare toolkit



OVERVIEW

The NWG and Kyniska Advocacy have come together to create a comprehensive, holistically approached, Wellbeing & Welfare toolkit.

This resource is about creating cultural change through organisation-wide education on wellbeing and welfare in sport. This resource is primarily for practitioners; coaches, welfare officers and safeguarding leads, and others with positions of responsibility but should be accessible to all participants in all sports.

This guide is not designed to focus on either adults or children specifically, but rather takes a human-rights based approach to fostering safe and sustainable experiences in sport.

This toolkit sets a **'gold standard'** reference for how to approach and tackle abuse in sport; how to spot it, prevent it, and support those who are affected by it.

This toolkit is equally accessible to all sports, ensuring coherency and consistency in welfare and wellbeing practices across sports in England.

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DEFINITIONS

PARTICIPANT

Any person involved in any capacity in sport, including athletes, coaches, volunteers, officials, psychologists, nutritionists, physical therapists and support people.

PRACTITIONERS

Those with positions of responsibility or authority such as paid staff, coaches, physical therapists, psychologists, nutritionists and officials.

COACH

An individual who guides and instructs athletes to develop their skills, achieve their potential, and who helps to foster a positive and supportive sports environment. Coaches often play a multifaceted role that goes beyond technical and tactical instruction, encompassing mentorship, athlete welfare, and ethical conduct.

LADO

The Local Authority Designated Officer (LADO) is the person who should be notified when there are concerns a professional or volunteer who works with children has behaved in a way that has harmed or may have harmed a child or young person, or has possibly committed a criminal offence against or related to a child or young person. The LADO liaises with organisations such as the police, other departments within the council such as social care, regulatory bodies such as Ofsted and professional bodies to ensure a thorough and fair process for all those involved.

WELFARE OFFICER/ SAFEGUARDING LEAD

These terms will be used throughout the toolkit to refer to those in the organisation whose responsibility it is to oversee reporting, investigating and maintaining education needs around safeguarding, welfare and misconduct concerns.

ATHLETE

An athlete is an individual who actively engages in sports, physical activities, or competitions, irrespective of age, skill level, or competitive status. Athletes encompass a broad spectrum of participants, including but not limited to amateur, professional, youth, student, para and recreational athletes.

ALLEGED PERPETRATOR

An alleged perpetrator is an individual against whom accusations or suspicions of engaging in abusive behaviour, misconduct, or harm have been made, but these claims have not yet been substantiated or proven through a formal investigation or legal process.

COMPLAINANT

This term is used to refer to the individual(s) submitting a formal complaint or report to their sports organisation. NB: this person is not always the person who has experienced abuse.

DEFINITIONS

Abuse & Harm Definitions

PHYSICAL

Physical abuse can be considered as any individual intentionally or knowingly using physical force or contact against another individual in an unwanted and non-consensual manner. Physical abuse includes any contact or non-contact action that inflicts harm or pain on the body. As well as direct physical abuse such as assault, or unauthorised physical contact, in sport physical abuse can also look like: Knowingly or purposefully overtraining a participant or forcing them to train through illness or injury. Using training as punishment e.g. if the coach expresses that they dislike something a participant has done and subsequently increases training load in correlation with this. Encouraging or promoting eating disorders, fasted training, disordered eating. Commenting negatively on athletes' bodies which has a direct impact on the athlete's body.

SEXUAL

Sexual abuse is any contact or non-contact sexual activity that happens without consent or understanding. Sport is inherently physical and so contact between athletes and coaches is normal. This can be used as a pretext for sexual violence. Many people with lived experience have reported that the sexual violence they experienced followed, or happened during, legitimate physical contact such as sports massage or physiotherapeutic and medical examinations.

PSYCHOLOGICAL

Psychological abuse is behaviour that aims to cause emotional or mental harm. In sport it is important to note that promoting disordered eating by commenting on athletes' body composition, weight, judging what they eat, suggesting leaner is better also constitutes psychological harm.

NEGLECT

Neglect is the ongoing failure to meet an individual's basic and essential needs, either deliberately, or by failing to understand these. It includes ignoring a person's needs or withholding essentials to meet needs, such as medication, food, water, shelter and warmth.

FINANCIAL

Financial abuse is a form of abuse when one individual has control over another's access to economic resources, which diminishes an individual's capacity to support themselves and forces them to depend on the perpetrator financially. It can also include someone manipulating or coercing someone into giving them money or having control over someone's finances.

INSTITUTIONAL

Institutional abuse is the mistreatment or neglect of an adult at risk by a regime or individuals. It takes place within settings and services that adults at risk live in or use, including any organisation, in or outside the Health and Social Care sector. Institutional abuse may occur when routines, systems and regimes result in poor standards of care, when poor practice and behaviours are in place, within strict regimes and rigid routines which violate the dignity and human rights of the adults and place them at risk of harm or within a culture that denies, restricts or curtails privacy, dignity, choice and independence.

DEFINITIONS

Bullying & Harassment Definitions

Every individual has the right to experience sport in a safe environment, free from bullying and harassment. We understand that wellbeing can be seriously impacted by bullying and harassment and the importance of being able to identify when this could be taking place in a sporting context.

BULLYING

Bullying is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online.

In a sporting context bullying could include:

- A player repeatedly insulting and belittling another teammate during practice or competition.
- Excluding individuals from activities or social gatherings, making them feel isolated and unwelcome.
- A coach yelling, criticising and humiliating players, creating a hostile environment and instilling fear in the team.

HARASSMENT

Harassment is unwanted conduct that violates people's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. Unwelcome or offensive behaviour that targets individuals based on factors such as race, gender, sexual orientation, religion, disability or other protected characteristics.





CHAPTER 1

WELLBEING & WELFARE 101

This chapter will take you through some important definitions to keep in mind. NB: your NGB might use the key terms below in slightly different contexts.

WHAT IS WELFARE IN SPORT?

When we talk about welfare, we refer to the basic physical and mental wellbeing of all people practising, participating or otherwise involved in sport, regardless of their age, race, gender, sexuality, or belief.

WHAT IS SAFEGUARDING IN SPORT?

Safeguarding denotes the measures we take to protect the health, wellbeing and human rights of individuals and to create an environment where all individuals can be involved in sports activities free from the threat of abuse, discrimination, or exploitation. These measures allow people—especially children, young people and adults—to live free from abuse, harm and neglect. Safeguarding in sport is particularly important given the inherent physical nature of sport, combined with the imbalance of power between

sports personnel (coaches, physios, sports doctors and NGB employees) and athletes/participants.

WHAT IS WELLBEING IN SPORT?

Wellbeing encompasses the physical, emotional, social, and psychological aspects of an individual's health and quality of life. In the context of this welfare and wellbeing toolkit, wellbeing refers to the holistic support provided to participants to promote their overall health, happiness, and fulfilment. By prioritising the wellbeing of participants, sports organisations can create an inclusive and supportive environment that fosters personal growth, positive relationships, and a sense of belonging for all individuals involved in sports activities.



ABUSE AND HARM IN SPORTS SETTINGS

Abuse and harm may occur between any individuals and involves behaviours that violate an individual's rights, dignity, and safety, and may have profound and long-lasting effects on their overall wellbeing and participation in and out of sport.

01. COACH ON ATHLETE ABUSE

Abuse and harm between a coach and an athlete in a sports setting can take various forms and may involve behaviours that exploit power differentials and perpetuate harmful dynamics. This is particularly relevant for those sports where coaches may have direct physical contact with their athletes such as combat sports and sports where manual handling for technique corrections may be customary.

02. SPORTS PERSONNEL ON ATHLETE ABUSE

Abuse and harm that may occur between sports personnel, including physiotherapists, nutritionists, psychologists and others who work closely with athletes and participants, can manifest in similar ways as described previously with coaches. However, it may also encompass a broader range of behaviours and power dynamics within the sports environment.

03. PEER ON PEER ABUSE

Peer-on-peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- relationship abuse

It can even include grooming children for sexual and criminal exploitation. It's hard to say just how widespread a problem it is. But we know that there's extensive evidence of peer-on-peer abuse in the context of both sexual and criminal exploitation. In autumn 2023, the NSPCC announced a 29% increase in children seeking help from Childline due to peer-on-peer sexual abuse. The issue has, understandably, been scrutinised in the media recently.



ABUSE AND HARM IN SPORTS SETTINGS

SEXUAL ASSAULT & HARASSMENT

Sexual harassment includes when someone calls you derogatory sexualised names, talks about you in a sexual way that makes you feel uncomfortable (like commenting on your body), or spreads sexual rumours about you. This could be in person or online.

If someone grabs or touches you in a way you do not like, or you are forced to kiss someone or do something else sexual, this may be classed as sexual assault. If you are forced to have sex or someone has sex with you without your agreement (consent), this is rape.

INTERSECTIONALITY & DIVERSITY

It's important to recognise how abuse and harm intersects with other forms of discrimination, such as race, ethnicity, sexual orientation, and disability.

We therefore must acknowledge and take into account the unique experiences and vulnerabilities of marginalised groups within the sports community and ensure that support services are accessible and inclusive.



CHAPTER 2

KNOWING THE SIGNS

This chapter will help equip you with the skills to spot abuse, though the signs listed are not exhaustive, If you notice a combination of these warning signs, it is time to seek help and advice. You do not need to wait for 'proof' to report a concern - you should talk to a designated welfare officer or safeguarding lead as soon as possible.

SPOTTING GENERALLY CONCERNING BEHAVIOURS FROM PRACTITIONERS

- Insisting on physical affection such as hugging, tickling, etc.
- Refusing to allow an athlete privacy or to make their own decisions about personal matters.
- Being overly interested in the sexual development of a child or teenage athlete.
- Insisting on time alone with an athlete with no interruptions.
- Favouritism, making a particular athlete feel 'special' compared with others.
- Picking on a particular athlete, talking about them negatively with the rest of the training group.
- Discussing or sharing sexual jokes or materials with an athlete online or offline.
- Paying for things like physio or massage for athletes, buying expensive gifts or giving participants money. This might seem well-intentioned but can exacerbate power imbalances with the participant feeling they owe something to the individual.

If there is an immediate risk of harm to a child or young person then please report straight to the Police and LADO.

KNOWING THE SIGNS

Behaviours perpetrated by practitioners that might suggest there is abuse occurring, categorised by different forms of abuse:

PHYSICAL ABUSE:

- Offers conflicting, unconvincing, or no explanation for the child's injury
- Encourages or forces athletes to train through injury or illness
- Using excessive physical force such as causing harm or pain (particularly relevant in sports that involve manual support from practitioners).
- Uses harsh physical discipline



EMOTIONAL/PSYCHOLOGICAL ABUSE:

- To constantly blame, belittle, or berate
- Being unconcerned about an athlete or individual in your duty of care and refusing to consider offers of help for their problems
- To overtly reject or dismiss an individual in your duty of care
- To give individuals in their duty of care the silent treatment, or treat them differently in response to a perceived slight or disappointment (e.g poor performance, injury)

SEXUAL ABUSE:

- When practitioners are unduly protective of an individual or severely limit the individual in their duty of care's contact with others.
- Being secretive and isolated
- Behaving in a jealous or controlling way with family members of individuals in their duty of care
- Constantly watching an individual and all their interactions
- Taking unsolicited photos



NEGLECT:

- Appearing to be indifferent to an individual in their duty of care
- Seems apathetic or depressed
- Behaves irrationally
- Is abusing alcohol or other drugs

SPOTTING ATHLETES IN TROUBLE

This is not an exhaustive list but some key behaviours to be aware of. There are many reasons why an athlete's behaviour may change, but you should always check for these signs.

BEHAVIOUR CHANGES

- Becoming withdrawn or very clingy
- Suddenly having nightmares or other sleeping problems
- Regressing to younger behaviours
- Unaccountable fear of particular places or people
- Personality changes or suddenly seems insecure. Outbursts of anger, being very defensive
- Changes in eating habits
- Becoming secretive
- Having unexplained gifts such as toys, money, mobile phones, expensive clothes
- An increased risk of violent behaviour
- Antisocial behaviour
- Involvement in crime at any age
- Substance use
- Inappropriate sexual exploration / language for their age and development towards their peers.

EMOTIONAL/PSYCHOLOGICAL CHANGES

- Low self-esteem
- Depression
- Anxiety
- Post-traumatic stress and post-traumatic stress disorder (PTSD)
- Anorexia nervosa, anorexia nervosa athletica or disordered eating

- Poor body image
- Mistrust of others
- Poor peer relationships
- Difficulty regulating emotions
- Self-harming
- Suicide ideation

SPORTS PERFORMANCE CHANGES

- Diminished performance
- Feeling obligated to continue with the sport
- Looking forward to the end of the season (counting down days)
- Changes in motivation and reduced enjoyment (possibly leading to burnout and quitting sports)
- Impaired focus
- Difficulties with gaining new skills

Some of these behaviours may be usual for that person for example, neurodiverse conditions. Check never assume.

If you notice a combination of these warning signs, it is time to seek help and advice. You do not need to wait for 'proof' to report a concern - talk to a designated welfare officer or safeguarding lead as soon as possible. If there is an immediate risk of harm to a child or young person then report to the Police and LADO.

SPOTTING ATHLETES IN TROUBLE

These behaviours demonstrated by participants might suggest there is abuse occurring, We have categorised them by different forms of abuse:

PHYSICAL ABUSE:

- Has unexplained burns, bites, bruises, broken bones, or black eyes which the child may be hesitant to talk about or try to keep them covered
- Change in dress for practice to cover unexplained bumps or bruises
- Has fading bruises or other marks noticeable after a practice or travel with the team
- Seems frightened of any of the staff and protests or cries when it is time to go to practice
- Shrinks at the approach of adults
- Reports injury by a coach, teacher or any one else within the organisation

EMOTIONAL/PSYCHOLOGICAL ABUSE:

- Shows extremes in behaviour, such as overly compliant or demanding behaviour, extreme passivity, or aggression
- Is delayed in physical or emotional development
- Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking for example)

SEXUAL ABUSE:

- Has difficulty walking or sitting
- Suddenly refuses to change for gym or to participate in physical activities
- Reports nightmares or bedwetting
- Experiences a sudden change in appetite
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behaviour
- Sexually Transmitted Infections

NEGLECT:

- Beggars or steals food or money
- Has injuries that are not cared for, or is forced to continue with training or competing with an injury
- Reports inadequate equipment for training or competition
- Abuses alcohol or other drugs
- States that there is no one at training or competition that is supervising the athletes
- Alludes to a pattern of hazing or bullying within the team/group
- Stealing sporting equipment or other goods from the club



CHAPTER 3

FIRST RESPONSE, GETTING IT RIGHT

Having dedicated welfare officers/safeguarding leads at every sports club is a key step towards creating a safe sports environment for everyone. But this is not a tick-box exercise.

Making sure we get this right is integral to the safety and wellbeing of all participants and members of sport. Participants are more likely to disclose or report to you if you are visible and known. Below are some ways you can ensure your presence is known.

BE VISIBLE BY:

- Attending training sessions regularly, every week.
- Having dedicated 'safe spaces' - having an area at the training facility where athletes and members know they can go to speak in confidence.
- Having a dedicated welfare email that is advertised and communicated to members and parents or guardians upon joining, and regularly thereafter.
- Reintroducing yourself when new members join (a good opportunity to reintroduce all coaches, club president and secretary etc.)
- Have a dedicated area on the website with the contact details and up-to-date photos (taken within the last 3 years) of the Welfare Officer/Safeguarding Lead.
- In line with available budget, design a t-shirt or lanyard so when you turn up at the club, you are identifiable.
- Placing safeguarding and welfare posters up in venues.



SIGNPOSTING TO SAFETY

In many instances, it won't be appropriate to investigate or conduct further enquiries. Know the thresholds of concerns and know when it is appropriate to signpost participants and members to expert resources, always making sure to check that the complainant has immediate support around them (friends, family etc.)

SIGNPOST TO SAFETY BY:

- **Knowing reporting procedures:** having knowledge and understanding of statutory and NGB reporting procedures and staying up to date with any staff changes within the safeguarding team. It's also important to know how to contact Children's Services, Adult Services, the Police and/or LADO and the thresholds to report.
 - **Checking support systems:** ensure that the athlete or participant has some form of immediate support e.g. recommend they also talk with their friends or family, or teammates*. If they feel uncomfortable doing so, know where you can point them to for support resources online. *where there
- is a police investigation ongoing, support them to follow police advice on who they can share information with.
- **Signposting to resources:** We should always be signposting the athlete/member to resources online, to help them understand their situation and to get the support they need. Host support resources on your website, send an email with links to external resources and organisations dedicated to supporting individuals in difficult times.
 - **Being educated:** attend Safeguarding and Trauma Awareness Training sessions. If your governing body doesn't provide this, you can ask why. Be proactive with your learning.

CHAPTER 4

WORDS MATTER

This chapter will help you navigate some of the trickier language used in this space to help you feel confident when talking about safeguarding and welfare.

VULNERABLE vs. LEGALLY VULNERABLE*

Being in a sports setting as a participant, whether a child or an adult, creates vulnerabilities because of the power imbalance between athletes/participants and their coaches. This is particularly true for children.

Having vulnerabilities refers to individuals who may be susceptible to harm, exploitation or adverse circumstances due to factors such as mental health conditions, or other personal circumstances.

Being an athlete or sports participant makes you vulnerable by default; you are inherently vulnerable as you set goals and objectives, and open yourself to trusting those with another person who could use them to manipulate you.

These vulnerabilities may impact a person's ability to protect themselves, make informed decisions, or advocate for their own wellbeing. Recognising and addressing vulnerabilities is crucial in creating supportive and protective sports environments to ensure the safety and dignity of individuals who may be more susceptible to harm.

A "vulnerable adult" means a person aged 18 or over who is receiving services such as:

- accommodation and nursing or personal care in a care home;
- personal care or nursing or support to live independently in his own home;
- any services provided by an independent hospital, independent clinic, independent medical agency or National Health Service body;
- social care services; or
- any services provided in an establishment catering for a person with learning difficulties.

Is in consequence of a condition such as:

- a learning or physical disability;
- a physical or mental illness, chronic or otherwise, including an addiction to alcohol or drugs; or
- a reduction in physical or mental capacity.

Or, has a disability of a type listed below:

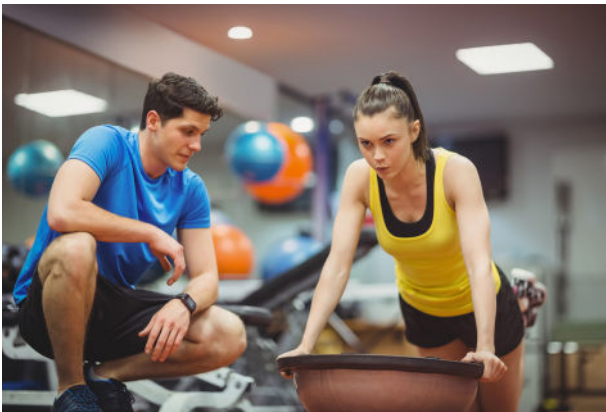
- a dependency upon others in the performance of, or a requirement for assistance in the performance of, basic physical functions;
- severe impairment in the ability to communicate with others; or
- impairment in a person's ability to protect himself from assault, abuse or neglect.

*as defined in the Care Standards Act 2000

COMMUNICATING EFFECTIVELY AND SENSITIVELY

When communicating with complainants/people with lived experience:

01. It is better to say ***“we’ll do everything we can to help you”*** as this leaves it open if some outcomes are not possible.
02. When corresponding with an individual who has reported a concern, it’s crucial to approach the communication with sensitivity, empathy, and a focus on support.



03. Empathise with the complainant’s distress e.g. ***“I am sorry you feel [angry, distressed, hurt].”***
“I recognise this is very difficult”.
04. Acknowledge the difficulty in coming forward e.g. ***“It is challenging to speak up about this type of behaviour”*** without jeopardising any potential investigation.
05. Express gratitude for their willingness to share their experience. E.g. ***“Thank you for bringing this matter to our attention. Your courage in sharing your concerns is important, and we take them seriously.”***

06. Keep language clear and empathetic. Instead of using legal jargon, choose clear and empathetic language such as, ***“We understand that this may be a difficult time for you, and we are committed to ensuring a fair and thorough investigation.”***
07. Offer information on available support services, counselling, or resources that the individual can access if needed.
08. Ensure they are aware of avenues for seeking assistance beyond the organisation’s internal processes. Include links to Mental Health resources, practical support, and supported reporting where appropriate. You could say, for example, ***“If you feel the need to speak with a counsellor or seek additional support, we can provide you with information on available resources. Your wellbeing is important to us.”***



COMMUNICATING EFFECTIVELY AND SENSITIVELY

Communicating with alleged perpetrators/persons subject of the complaint; (If you are not the safeguarding lead seek advice and guidance from your safeguarding lead first before doing the following):

01. Use a firm and factual approach without implicating the anonymity of the complainant.

"We are writing to inform you that a concern has been reported, and an investigation is underway. The purpose of this communication is to gather your perspective on the matter."

Example

02. Encourage the alleged perpetrator to provide their side of the story and any relevant information that may assist in the investigation.

"It is important for us to gather information from all parties involved to ensure a fair and unbiased investigation. Your cooperation in providing your perspective is crucial to this process."

Example



03. Signpost them to Mental Health resources, acknowledging that taking part in an investigation can be challenging, and where appropriate (in cases where there may be judicial action) resources like The Defendant

"I am sorry you feel [angry, distressed, hurt]." "I recognise this is very difficult". "We understand that participating in an investigation can be challenging. If you find it helpful, we can provide information on mental health resources that may offer support during this time."

Example



AVOIDING UNINTENTIONAL VICTIM BLAMING

What is Victim Blaming?

Victim blaming is any language or action that implies (whether intentionally or unintentionally) that a person is partially or wholly responsible for abuse that has happened to them. It is harmful and can wrongfully place responsibility, shame or blame onto a victim, making them feel that they are complicit or responsible for the harm they have experienced.



Avoid accusatory statements and lines of questioning.

Example: Instead of saying, ***“Did you do anything to provoke it?”***

This question implies that the victim's actions may have caused the abuse, contributing to victim-blaming. It is essential to focus on the alleged perpetrator's responsibility.

This is also important when documenting any concerns in reports/referrals.



Do use language that is neutral, non-judgmental, and avoids making assumptions about the individual's actions or choices.

Example: Instead of saying, ***“Why did you not report this sooner?”***

You can say, ***“We appreciate you coming forward now, and we are committed to addressing your concerns.”***

In a well-known case in London of an 11 year old girl who had been sexually abused, a report referred to her as ***“displaying promiscuous behaviour”*** - this is very emotive language that implies it is the fault of the child.

CHAPTER 5

SIGNPOST TO SAFETY

This chapter is designed to give you context on different forms of support and specifically where to signpost people to.

PSYCHOLOGICAL SUPPORT

This support typically involves access to a range of services aimed at addressing the psychological impact of abuse, including counselling, therapy, and support from Independent Sexual Violence Advisors (ISVAs) who can be used by any individual of any age.

These services offer a safe and confidential space for individuals to explore their experiences, process their emotions, and develop coping strategies to manage the psychological effects of abuse.



Sports organisations should also provide information and resources to connect participants with reputable counselling or psychotherapy services, either within their organisation or through external referral pathways.

Partnering with organisations that specialise in trauma recovery and mental health support can ensure that survivors receive the comprehensive care they need to heal and thrive

PRACTICAL SUPPORT

Practical assistance is a cornerstone of support for individuals impacted by abuse, offering immediate aid and guidance in navigating the practical challenges stemming from their experiences.



This means providing comprehensive information about available resources and services, including shelters, hotlines, legal aid organisations, healthcare providers, and financial assistance programs.

Sports organisations can contribute by creating easily accessible resource guides or directories, ensuring individuals have access to essential support systems.

SIGNPOST TO SAFETY

EMOTIONAL SUPPORT

While psychological support focuses on addressing the mental and emotional effects of abuse through counselling, therapy, and other interventions, emotional support emphasises creating a supportive environment where individuals feel heard, valued, and validated in their experiences. Emotional support can take various forms, including:

Active listening:

Providing individuals with opportunities to express their feelings, concerns, and experiences without judgement or interruption. This involves attentive listening, empathy, and validation of their emotions.

Empowerment:

Encouraging individuals to regain a sense of control and agency over their lives by offering them choices, respecting their decisions, and supporting their autonomy.

Peer support:

Facilitating connections with other survivors or individuals who have experienced similar challenges, either through support groups, peer mentoring programs, or online communities. Peer support offers a sense of belonging, understanding, and solidarity.

Validation and affirmation:

Acknowledging individuals' experiences, feelings, and reactions as valid and understandable. Affirming their strengths, resilience, and progress can boost their self-esteem and confidence.

Culturally sensitive care:



Recognising and respecting individuals' cultural backgrounds, beliefs, and values when providing emotional support. Cultural competency ensures that support services are inclusive, respectful, and relevant to diverse populations.

Trauma-informed care:

Adopting an approach that acknowledges the pervasive impact of trauma on individuals' lives and behaviours. Trauma-informed care emphasises safety, choice, collaboration, and empowerment in supporting people with lived experience of abuse.

VOICES IN SPORT

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RESOURCES

Resource	Contact Information	Type of Support
Police - Emergency	999	Practical
Police - Non-Emergency	101	Practical
Army of Survivors	Home The Army of Survivors	Practical and Emotional
Athlete Interactions	Athlete Interactions	Emotional
Care England	www.careengland.org.uk	Practical
Childline Under 12	www.childline.org.uk/kids 0800 1111	Practical
Childline Over 12	www.childline.org.uk	Practical
Kyniska Advocacy	www.kyniskaadvocacy.com/support	Practical and Emotional
Men's Advice line	mensadviceline.org.uk 0808 8010327	Practical and Emotional
Modern Slavery Helpline	www.modernslaveryhelpline.org 0300 0121 700 (24 hours)	Practical and Emotional
National Lesbian, Gay, Bisexual, Trans+, Domestic Abuse Helpline	www.galop.org.uk/types-of-abuse/domestic-abuse/ 0800 999 5428	Emotional and Psychological
NSPCC	help@nspcc.org.uk 0808 800 5000	Practical
The Survivors Trust	refuge.org.uk 0808 2000 247 (24 hours)	Emotional, Practical and Psychological
Refuge - National Domestic Abuse Helpline	refuge.org.uk 0808 2000 247 (24 hours)	Emotional, Practical and Psychological
Women's Aid Helpline	www.womensaid.org.uk	Emotional, Practical and Psychological
National Domestic Abuse Helpline	www.nationaldahelpline.org.uk 0808 2000 247 (run by Refuge)	Emotional, Practical and Psychological
Sporting Minds	Raising Awareness For Positive Mental Health In Sport Sporting Wellness	Emotional
The Mix	www.themix.org.uk/get-support free information and support for under 25s in the UK – 0808 808 4994	Emotional
The Defendant	thedefendant.org.uk	Practical and Emotional
Samaritans	www.samaritans.org 116 123	Emotional
Victim Support	www.victimsupport.org.uk 0800 160 1985	Practical and Emotional
Rights of Women	www.rightsofwomen.org.uk	Practical
Anti Bullying Alliance	www.anti-bullyingalliance.org.uk	Practical and Emotional
Sport Resolutions	www.sportresolutions.com/athletes	Practical
Sport Integrity	www.sportintegrity.com	Practical

VOICES IN SPORT

SAY SOMETHING IF YOU SEE SOMETHING

To access the complete range of resources please scan the QR code below or visit: nwgnetwork.org/voices-in-sport

