



Solihull
Safeguarding
Children Partnership



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Solihull

**Solihull
Safeguarding
Adults Board**
Protecting Adults Together

LANGUAGE

MATTERS



Changing the way professionals
discuss and record their work
with exploitation

Introduction

ABOUT APPROPRIATE LANGUAGE IN RELATION TO ALL AGE EXPLOITATION

It is imperative that appropriate terminology is used when discussing individuals who have been exploited or are at risk of exploitation. Language implying that the person is complicit in any way, or responsible for the crimes that have happened or may happen to them, must be avoided. Language should reflect the presence of coercion and the lack of control people have in abusive or exploitative situations, and must recognise the severity of the impact exploitation has on the person.

Victim-blaming language may reinforce messages from perpetrators around shame and guilt. This in turn may prevent the person from disclosing their abuse, through fear of being blamed by professionals. When victim-blaming language is used amongst professionals, there is a risk of normalising and minimising the person's experience, resulting in a lack of appropriate response.

Victim blaming language in record keeping could prevent cases going to the court, or be used against the victims by the defence, for example; if a professional records that a 13 year old is in a relationship with a 24 year old boyfriend this could be used by the defence to claim the relationship was a loving one; as in 2012 when a lawyer stood up in court and in defence of his male client said the child "had loved him" and he had been "pleasant to her" and it had been "a consensual relationship"; a message both damaging and dangerous but one that could be claimed to be supported by recordings that did not reflect the grooming and abuse suffered by the 13 year old girl.

It is important to remember that most exploitation takes place in the contexts; neighbourhood, education/ employment, online and peer associations that people have beyond their families/ carers. This means that parents and carers have little influence over these contexts and in fact these experiences of extra-familial harm can undermine parent & carers relationships with the person being exploited. [This film clip](#) has been made by parents to explain their experiences, and provide advice for professionals, although it is made by parents of children, it is still relevant for parents and carers of adults too.

Identifying that a person you love/care for is being exploited is hugely distressing for parents and carers and the exploitation can have a significant impact on relationships, health, economic stability and social life of the parent/ carer and siblings, as well as the person being exploited. Using language that holds parents and carers responsible for what is happening to the person they love/ care for without recognising that the harm is being committed beyond their control raises the parent/carers stress and guilt limiting their capacity to respond to the needs of the person they love/care for even more.

HOW TO USE THIS DOCUMENT

This document can be used by professionals when discussing the exploitation of individuals, including when escalating intelligence and delivering training. The document can be read at the beginning of strategy meetings, multi-agency meetings, or other settings where professionals might be discussing individuals who are at risk of exploitation. This document can also be used as a guide to support appropriate use of language when making a written record.

GUIDANCE FOR USING APPROPRIATE LANGUAGE

The following table outlines terms that should not be used when discussing or recording issues of exploitation, and includes a list of appropriate alternative phrases. It is also important to use Plain English, avoid the excessive use of jargon and be sensitive to needs of different community cultures. Professional judgement will need to be used when considering how to record information for individuals; this document is to be used as guidance to help inform a final professional decision.

<u>Judgmental Language</u>	<u>Suggested Alternative</u>
<p>Putting themselves at risk.</p> <p><i>This implies the person is responsible for the risks presented by the perpetrator and that they are able to make free and informed choices.</i></p>	<p>Describe the risks being presented by the perpetrator and/or situation, giving consideration to the presence of coercion and control.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none">• The person may have been groomed.• The person is at an increased vulnerability of being abused and / or exploited.• A perpetrator may exploit the person's increased vulnerability.• The person is not in a protective environment.• The situation reduces the person's safety.• The location is dangerous to people.• The location / situation could increase the opportunity to abuse them.• It is unclear whether the person is under duress to go missing.• There are concerns that the person may be being sexually abused / exploited.• It is unclear why the person is getting into cars. There are concerns that there is a power imbalance forcing the person to act in this

	<p>way.</p> <ul style="list-style-type: none"> • There are concerns regarding other influences on the person.
<p>Would not cooperate with... Did / Would not engage with services. <i>This lays blame with the individual.</i></p>	<p>Think about the reasons why services have been unable to engage the person.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • The person did not feel safe enough to disclose. • The person appears to fear negative repercussions for disclosure / engagement. • The person is being criminally / sexually exploited and / or groomed and therefore is not able to disclose / engage. • The person considers the relationship to be consensual however the relationship has been formed in the context of exploitation. • Services were unable to engage with the individual. • Services are located in an area the person does not feel safe visiting • The impact of trauma bonding needs to be considered. Trauma bonding occurs when: <ul style="list-style-type: none"> ○ A person threatens to kill another and is perceived as having the capability to do so; ○ The other perceives they cannot escape, so her/ his life depends on the threatening person; ○ The threatened person is isolated from outsiders so that the only other perspective available to her or him is that of the threatening person; and ○ The threatening person is perceived as showing some degree of kindness to the one being threatened <p>This type of bond can create the following symptoms:</p> <ul style="list-style-type: none"> ○ Positive feelings towards the threatening person ○ Negative feelings towards potential 'rescuers' ○ Support of threatening person's behaviour ○ Inability to engage in behaviours that will assist release / detachment

<p>Missing...</p> <p>Running away.</p> <p><i>This implies choice.</i></p>	<p>Think about the facts of the person's situation giving consideration to the likelihood of coercion and control being a factor.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The person's safety is context driven. • The person does not feel able to stay at their current location. • The person is being groomed / coerced to leave. • The person may consider leaving to be the safest option in this circumstance. • Someone else has control over this person's behaviour. • The person has returned to a safe place. • The person is under duress to stay out. • The person is prevented from returning home.
<p>Sexual activity with...</p> <p><i>This implies consensual sexual activity has taken place. If it occurs within an abusive or exploitative context this term is not appropriate.</i></p> <p>Having a relationship with an adult of concern.</p> <p><i>This implies choice.</i></p>	<p>Think about the facts of the person's situation giving consideration to the likelihood of coercion and control being a factor.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The person has been sexually abused. • The person has been raped. • There are reports of sexual abuse. • The person has described sexual activity, however concerns exist that the person may have been groomed and / or coerced. • The person is being coerced / exploited by an adult of concern.
<p>Sexually active since [age under 13].</p> <p><i>A person under 13 cannot consent to sex and is therefore being abused. This should be reflected in the language used.</i></p>	<p>Language should reflect the abusive nature of the situation, this is not a consensual sexual relationship</p> <p>Examples:</p> <ul style="list-style-type: none"> • The person has been raped. • The person has been / may have been sexually abused. • Concerns exist that the person may have been coerced, exploited, or sexually abused.
<p>In a relationship with...</p> <p><i>This implies that the person is in a consensual</i></p>	<p>Think about the facts of the person's situation giving consideration to the likelihood of coercion and control being a factor.</p>

<p><i>relationship and does not reflect the abusive or exploitative context.</i></p>	<p><u>Examples:</u></p> <ul style="list-style-type: none"> • The person says that they are in a relationship with a person and there are concerns about that person's age, the imbalance of power, exploitation and / or offending. • The person has been / is being groomed, exploited, and controlled. • The person is being coerced / exploited by an adult of concern.
<p>Promiscuous.</p> <p><i>This implies consensual sexual activity has taken place. Promiscuous is a judgmental term which stereotypes and labels people. It isn't appropriate in any context when discussing people, but particularly if it occurs within an abusive or exploitative context.</i></p>	<p>Use factual information to describe what is happening, noting the likelihood of coercion and control from adults posing a risk.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • The person is vulnerable to being sexually abused. • The person is being sexually exploited. • The person has been / is being coerced into sharing images of themselves online. • The person is being coerced / exploited by an adult of concern.
<p>Prostituting themselves.</p> <p><i>This implies that the person is responsible for the abuse and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context. Changes in legislation have meant that 'child prostitution' is no longer an acceptable term and should never be used.</i></p>	<p>Use factual information to describe what is happening, noting the likelihood of coercion and control from adults posing a risk.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • The person is vulnerable to being sexually abused. • The person is being sexually exploited. • The person is being coerced / exploited by an adult of concern.
<p>Boyfriend / Girlfriend.</p> <p><i>This implies that the person is in a consensual relationship and does not reflect the abusive or exploitative context. People have been challenged in court with practitioner's recordings where a practitioner has referred to the perpetrator as the person's boyfriend or girlfriend.</i></p>	<p>Think about the abusive and/or exploitative context. Are there concerns that this is not a consensual relationship?</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • The person says that they are in a relationship with a person and there are concerns about that person's age, the imbalance of power, exploitation and / or offending. • The person has been / is being groomed, exploited and controlled. • The person is being coerced / exploited by an adult of concern.

<p>Has been contacting adult males / females via phone or internet.</p> <p>Using the internet to meet adults who pose a risk.</p> <p>Sending or receiving indecent images.</p> <p><i>This implies that the person is responsible for the communication and does not reflect the abusive or exploitative context.</i></p>	<p>Think about where the responsibility lies for actions taken online – who is contacting who? Is there evidence of grooming or coercion?</p> <p>Examples:</p> <ul style="list-style-type: none"> • Males / females have been contacting the person. • The person may have been groomed. • The person is vulnerable to online perpetrators. • There are concerns that others may be using online technology to access or abuse the person. • Other people appear to be using a range of methods to communicate with the person. • The person is being targeted online by adults seeking to exploit. • The person is being coerced into sending / receiving / distributing indecent images.
<p>Offering him / her drugs seemingly in return for sex or to run drugs.</p> <p><i>This implies that the person is responsible for the abuse and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context relating to substance use.</i></p> <p>Dealing drugs / Stealing / Committing crimes.</p> <p><i>This blames the individual and does not acknowledge coercion.</i></p>	<p>Think about where the power lies in these interactions; is there coercion / threats / exploitation of vulnerability resulting from substance use?</p> <p>Examples:</p> <ul style="list-style-type: none"> • The person is being sexually / criminally exploited. • The person is being criminally exploited through drug debt. • There are concerns that the person has been raped. • Perpetrators are sexually abusing the person. • The person is being sexually abused. • The person's vulnerability regarding drug use is being used by others to abuse them. • The perpetrators have a hold over the person by the fact that they have a drug dependency. • The person appears to be acting on behalf of an individual or group in a criminal capacity. • The person is being forced into criminality. • The person is a victim of criminal exploitation.
<p>Involved in Exploitation.</p>	<p>Think about who is doing the exploiting; who holds the power and control in the situation?</p>

<p><i>This implies that there is a level of choice regarding the person being abused. A five-year-old would never be referred to as being involved in sexual abuse for the same reasons.</i></p>	<p><u>Examples</u></p> <ul style="list-style-type: none"> • The person is being exploited. • The person is being sexually /criminally exploited. • The person is being trafficked.
<p>Drug running – He / She is drug running. Dealing drugs / Stealing / Committing crimes.</p> <p><i>This implies that the person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.</i></p>	<p>Think about whether the person is choosing to commit crimes or is being threatened / coerced into actions of a criminal nature.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • The person is being criminally exploited. • The person is being trafficked for purpose of criminal exploitation. • The person appears to be acting on behalf of an individual or group in a criminal capacity.
<p>Recruit / Run / Work.</p> <p><i>This implies that the person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context of the behaviour.</i></p>	<p>Think about whether the person is making a free choice to do what they are doing. Can their actions really be called work?</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • The person is being criminally exploited. • The person is being trafficked.
<p>He / She is choosing this lifestyle.</p> <p><i>This implies that the person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.</i></p>	<p>Is it really autonomy if you didn't choose the situation but have had to adapt to survive? What if you have been told that you aren't worth anything different? Think about the social model of consent</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • The person is being criminally exploited. • The person is being sexually exploited. • The person is too frightened to consider alternatives • The person does not feel safe to leave their abuser(s) • There are constraints affecting the person's freedom to make a choice
<p>Associating or spending time with...</p> <p><i>This implies that the person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.</i></p>	<p>Think about the balance of power, who is deciding when the "associations" take place and who with? Is there evidence of coercion?</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • The person says that they are friends with a

	<p>person or group of people and there are concerns about the ages of those people, the imbalance of power, exploitation and / or offending.</p> <ul style="list-style-type: none"> • The person has been groomed, exploited, coerced and / or controlled. <p><i>Note: If the person they are associating or spending time with is under 18 years old this will need to be considered using language of vulnerability / exploitation and also requires a child protection process / response.</i></p>
<p>Gang involved or affiliated.</p> <p><i>This implies that the person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context or powerful grooming process.</i></p> <p>Gang member.</p> <p><i>This implies choice when in likelihood there has been threats and coercion.</i></p>	<p>Is there evidence of grooming or threats? How does the person describe their role in the gang?</p> <p>Examples:</p> <ul style="list-style-type: none"> • The person is being criminally / sexually exploited. • Violence and crime affected the person, their family or household. • There may be harmful behaviours and / or attitudes that exist towards violence and criminality within this peer network. • It is unclear why the person is getting into cars. There are concerns that there is a power imbalance and powerful grooming forcing or compelling the person to act in this way. • There are concerns regarding other influences on the person. • The person is being exploited within a gang / group. <p><i>Note: If other members of the peer network are under the age of 18 years old, this will need to be considered using language of vulnerability / exploitation and also requires a child protection process / response.</i></p>
<p>Running county lines.</p> <p><i>This implies that the person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context.</i></p>	<p>Think about the person's capacity and constraints around choice. Is there threats / coercion of a criminal nature?</p> <p>Examples:</p> <ul style="list-style-type: none"> • The person in this location may be being trafficked and sexually / criminally exploited. • There may be harmful behaviours and / or attitudes that exist towards violence and criminality within this area. • The environment may not be safe for the

	<p>person.</p> <ul style="list-style-type: none"> • The location / situation could increase the opportunity to abuse the person. • The person feels under threat / coerced to remain in this location and / or the grooming process is so powerful that the person believes this to be their choice. • The person does not feel safe enough to leave this location. <p><u>Note: County lines?</u></p> <p><i>Is he / she exploited through county lines? This should always be framed as a question where there is not an established link between county border locations or phone / social media 'lines' for the purpose of dealing / supply.</i></p> <p><i>There is a danger that broad use of the term 'county lines' may distract practitioners from identifying and responding to people being groomed, trafficked and exploited for the purpose of local drug dealing or supply.</i></p>
<p>Gang(s) in the area / location.</p> <p><i>This implies that the person is responsible for the exploitation and has the capacity to make a free and informed choice. It does not recognise the abusive or exploitative context or their right to be in the location without experiencing harm.</i></p>	<p>Describe the environment, what is happening in this location and the reasons for concern.</p> <p>Examples:</p> <ul style="list-style-type: none"> • The area has been impacted by episodes of serious (youth) violence. • Groups of people congregate to create safety for themselves. • There may be harmful behaviours and / or attitudes that exist towards violence and criminality within this space / community / neighbourhood. • The space / community or neighbourhood may not be safe for this person or group of people. • There appears to be limited safe opportunities for people to interrupt harmful behaviours and / or attitudes that exist towards violence and criminality within this community / neighbourhood. • Owing to conflict and tensions between these groups, other areas or locations in the borough may not be safe for this person or group of people. • The location / situation could increase the opportunity to abuse vulnerable people.

<p>Despite the risk he / she continues to return to the location.</p> <p><i>This implies that the person is responsible for any exploitation they experience in a location. It does not recognise the abusive or exploitative context or their right to be in the location without experiencing harm.</i></p>	<p>Think about the reasons the person is found on an area of concern, are they making a free choice to be there or are there threats / coercion / constraints?</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • The person has an existing peer network in this location. • The person has ownership or investment in the area. • The person considers themselves to be safe in this space / community / neighbourhood. • The person did not consider themselves safe where they were. • The person has been groomed or coerced into being in this neighbourhood / location. • The person does not feel that they have another safe place to go. • The location / situation could increase the opportunity to abuse the person. • The person feels under threat / coerced to remain in this location. • The person does not feel safe enough to leave this location.
<p>Complex needs.</p> <p><i>This can be stigmatising for the person and create barriers.</i></p>	<p>Describe the complexity using factual information, what are the experiences the person has had / is having and how do they interact to exacerbate disadvantage?</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • The person is experiencing multiple disadvantages.
<p>Unwilling to share information.</p> <p><i>This places blame on the person.</i></p>	<p>Has the person suggested why they cannot share information? Are they frightened / unsure of professionals / being threatened / is there trauma bonding?</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • The person feels / appears unable to share information. <p><i>Remember – what someone isn't saying can be as valuable as what they do say.</i></p>
<p>Vulnerable person.</p> <p><i>Labelling groups of people as inherently</i></p>	<p>Describe the experiences of the person that you are concerned could be exploited.</p>

<p><i>'vulnerable' is seen to be disempowering.</i></p>	<p><u>Examples:</u></p> <ul style="list-style-type: none"> • The person is isolated / being targeted / groomed. • The person has care and support needs. <p><i>This is compliant with the Care Act.</i></p>
<p>Drug addict / Alcoholic.</p> <p><i>These labels have negative connotations and could impact on how the individual is viewed by professionals.</i></p>	<p>Describe the difficulties being experienced and why there is concern from others.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • The person has a drug or alcohol dependency that could be exploited.
<p>Chaotic lifestyle.</p> <p><i>This places blame on the person and characterises them as disorganised and suggests there is choice involved.</i></p>	<p>Describe what is happening to the person as part of the exploitation.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • The person has been moved around to different locations. • The person is being kept out overnight. • The person is being given drugs and / or alcohol.
<p>Hostile.</p> <p><i>This implies the person is choosing to be antagonistic or uncooperative.</i></p>	<p>Describe what is happening to the person; recognise they are often unable to talk as they do not feel safe to do so.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • The person appears withdrawn and unable to talk. • The person is likely to be responding to traumatic experiences.

The following guide has been produced to specifically [Challenging victim blaming language and behaviours when dealing with the online experiences](#) of children and young people; this would be as applicable for adults too.

Practitioners should also consider [MAKING WORDS MATTER](#) Attending to Language when working with children subject to or at risk of Exploitation: A Practice & Knowledge Briefing AFUA APPIAH, STEVE BAGULEY, SPACE & DR ROMANA FAROOQ

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