



Safeguarding Newsletter

March 2026

Honour-Based Abuse and Neurodiversity celebration

Hello everyone - welcome to our March safeguarding newsletter!

This month's newsletter we highlight the dangers of Honour-Based Abuse and celebrate Neurodiversity.

Honour-Based Abuse- What it is and why it matters:

"Honour"-based abuse is described as "so-called" to emphasise that there is nothing honourable about harming someone. This form of abuse is used to stop, punish, or respond to behaviour that others believe brings shame on a family or community. Even small perceived transgressions can lead to severe consequences, including serious injury or death. While women and girls are frequently the most affected, men and boys can also be victims. Increasing attention is being given to the often under-reported experiences of male victims, who may be targeted for being in a relationship viewed as inappropriate, for being gay, or for supporting another victim.

This abuse comes under the umbrella of harmful practices and is recognized as domestic abuse.

Perpetrators of Honour-Based Abuse

Honour-based abuse is often carried out by more than one person and can involve both close family members and people from the wider community who believe the victim's behaviour has brought shame. Relatives or community members may plan, support, or take part in abusive acts. Honour-based abuse can take many forms, including but not limited to murder, attempted or actual forced marriage, domestic abuse, child abuse, rape, kidnapping, false imprisonment, assault, harassment, and forced abortion.

The Impact of Shame

Honour-based abuse often happens when someone is believed to have brought shame on their family or community, damaging their reputation. This abuse is not confined to any one's culture, nationality, or faith, it can occur across diverse groups. Perpetrators may claim the abuse is justified when a person:

wears clothing or makeup the family disapproves of

is in a relationship the family rejects

shows intimacy in public

refuses a forced marriage

becomes pregnant outside marriage

is a survivor of rape

is in an inter-faith relationship

leaves a spouse or seeks a divorce

has additional support needs

identifies as LGBTQ+.

Quiz: Understanding Honour-Based Abuse Multiple choice

1) Who can be perpetrators of honour-based abuse?

- A. Only the victim's intimate partner
- B. Only unrelated strangers
- C. Close family members and members of the wider community
- D. Only law enforcement officials

2) Which of the following is NOT listed as a form of honour-based abuse in the text?

following is NOT listed

- A. Forced marriage
- B. Kidnapping
- C. Identity theft
- D. Forced abortion

3) Of the offences recorded in that year, which category accounted for the largest percentage given?

- A. Assault without injury
- B. Controlling and coercive behaviour
- C. Assault with injury
- D. Robbery

4) Which reason best explains why victims of honour-based abuse might not report the abuse?

- A. They do not know the abuse occurred
- B. Fear of stigma or reprisal from family or community
- C. Reporting is always impossible
- D. They prefer the abuse



Neurodiversity Celebration Week is March 16th to 20th

Neurodiversity and Inclusion

Neurodiversity describes an approach that recognises and respects neurological differences as natural variations of human thinking and experience. People's brains are wired differently, so they may think, move, process information, and communicate in diverse ways.

The term commonly groups alternative thinking styles such as dyslexia, DCD (dyspraxia), dyscalculia, autism, and ADHD, but its core idea is simply to acknowledge and value different ways of thinking. Schools, universities, and organisations all benefit from the perspectives and skills that diverse thinkers bring.

Around 15–20% of the population has a neurological difference. Using the concept of neurodiversity shifts the focus away from deficit-based labels and toward a balanced view of each person's strengths and challenges. Many difficulties experienced by neurodivergent people stem less from the individual and more from environments, policies, and systems designed for the majority; adapting those environments reduces barriers and enables everyone to succeed.

No two people are identical, so each person will have a different neurodivergent profile. While we use diagnostic labels like autism or dyslexia, these differences often co-occur, and every neurodivergent individual shows a distinct mix of strengths and challenges.

Diagnostic systems can unintentionally focus attention on deficits rather than abilities, so it is essential to adopt a person-centred approach that tailor strategies to the individual. By recognising and harnessing the unique talents of neurodivergent people, we build confidence and self-esteem and create real opportunities for them to thrive in daily life.

Neurodifferences refer to the natural variations in how human brains think, learn, process information, and experience the world. Instead of viewing these differences as deficits, the neurodiversity movement encourages recognising them as part of human diversity. This perspective highlights that conditions such as autism, ADHD, dyslexia, dyspraxia, dyscalculia, Tourette's syndrome, and others come with both challenges and valuable strengths.



The goal of promoting awareness around neurodifferences is to shift public understanding—moving away from stereotypes and misconceptions and toward appreciation of unique talents, creativity, and problem-solving abilities found across neurodivergent individuals. Educational institutions, organisations, and communities are encouraged to foster support systems and create inclusive environments where different ways of thinking can thrive, benefitting everyone.

This approach ultimately aims to celebrate diverse minds, promote acceptance, and empower people to show up as themselves without stigma.



Neurodiversity and Inclusion Multiple-Choice Assessment

- 1) Which statement best describes the core idea of the neurodiversity paradigm?
- A. Neurodiversity treats all neurological diagnoses as medical emergencies that must be cured.
 - B. Neurodiversity recognises neurological differences as natural variations in human thinking and values associated strengths and challenges.
 - C. Neurodiversity argues that only a small number of people have usable strengths.
 - D. Neurodiversity recommends that educational settings use identical supports for every student.
- 2) Which of the following is the most accurate reason education providers and organisations should adopt neurodiversity-informed practices?
- A. To ensure all neurodivergent people receive the same interventions regardless of individual needs.
 - B. To shift focus from environmental barriers and systems to only changing individual behaviour.
 - C. To reduce barriers by adapting environments, policies, and supports so diverse thinkers can succeed.
 - D. To prioritise standardised testing as the primary measure of success for everyone.

3) A colleague believes diagnostic labels (e.g., autism, dyslexia) are always the best starting point when planning supports because they fully predict a person's needs. Which response most aligns with a neurodiversity-informed, person-centred approach?

- A. "Rely only on the diagnostic label — it tells us everything we need."
- B. "Labels are unimportant; we should ignore strengths and challenges entirely."
- C. "Use diagnostic information as one source but assess each person's unique profile of strengths and needs before designing supports."
- D. "Avoid any assessment; provide the most intensive supports to everyone."

4) Which practice is an example of reducing systemic barriers for neurodivergent staff or learners?

- A. Requiring identical seating arrangements and lighting for all learners.
- B. Offering flexible deadlines, multiple ways to demonstrate learning, and options for sensory-friendly spaces.
- C. Enforcing a single communication channel (only long written reports) for all feedback.
- D. Removing all accommodations to promote equal treatment.

5) Which statement about co-occurrence and individual profiles is most accurate?

- A. Neurodivergent conditions never co-occur; each diagnosis is mutually exclusive.
- B. Every neurodivergent person has the same combination of strengths and challenges.
- C. Diagnoses often co-occur, and everyone shows a distinct mix of abilities and needs, so supports should be personalised.
- D. Because diagnoses co-occur, standardised one-size-fits-all interventions are usually sufficient.



Our Safeguarding Team & Key Reminders

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Closing Thoughts

Thank you for taking the time to read this month's safeguarding newsletter. Please ensure that you complete your reflection on your Reflective Journal and upload to Bud for your Skills Coach to assess.

Safeguarding is everyone's responsibility - and together, we make a difference.

Stay safe, stay inclusive, stay aware.

Answer key to quiz on HBA

1: C 2: C 3: B 4: B

Answer Key for Neuro quiz

1: B 2: C 3: C 4: B 5: C