

FOR SUPPORTERS

This includes everyone with and without learning disabilities who work face to face with people with learning disabilities (PWLDs) in a supportive role, for example, teachers, tutors, residential support workers, advocates, self-advocacy facilitators and more.

- trust and building a trusting relationship is very important. If the person does not trust the supporter, they will not feel comfortable talking to that person about anything, including hate crime and incidences.
- need to know what hate crime is and what hate crimes and incidences can happen to people with learning disabilities and, if necessary, receive training in hate crime and incidences awareness
- need to support the people they support to understand what hate crime and hate incidences are. Show them a film on the subject that has been made for people with learning disabilities
- find out if people with learning disabilities understand the information being shared by supporting them to explain it back where possible. Also, take into account the communication needs of different supported people. Ask questions to check that pwld understand.
- need to support people with learning difficulties to talk with each other about hate crime and incidences in whatever group is being supported
- need to try and form a relationship with local community police if possible and where they are based and how to contact them



- need to talk with the people they support about any sort of behaviour that can be hurtful, including support staff being bossy or pushy or not listening
- need to talk with the people they support about their rights and support people to understand their rights where they don't and support the group to talk about their rights together
- need to know what to do should a hate crime or incidence occur

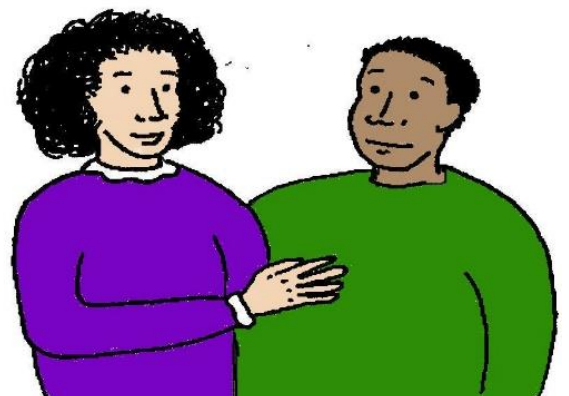


- need to notice when a supported person seems off or different and find ways to have a chat with them about how they are and if anything bad is happening in their lives
- need to ask at regular periods how the people they are supporting are
- understand that unless they are asked how they are and if something bad is happening to them supporters might never know what is going on with some supported people



- need to be flexible when questioning and make sure supported people understand what is being said. For example, ask 'is there anything important you want to tell us about', or 'has anything that's upset you happened recently' or 'has someone tried to harm you recently', or 'has something happened that worries you' or anything that helps to find out if the supported person is safe from hate crime or incidences or not. The supporter might have to be creative here. If asked 'how are you' some people can say 'fine' or 'ok' when they are not. You can always ask again.

- understand that people with learning difficulties often won't talk if they don't know where to go to talk or who is a trusted person to talk with and might not even try and approach the police



- people with learning disabilities need to be clear about who they can talk with and feel comfortable about approaching the person or persons
- there needs to be information such as a list of contacts available so that supporters know who to contact should hate crimes or incidences happen, the list could include social and other services and other supporters of that person
- the supported person needs, as far as possible, to be in control of what supporters do to help and who is contacted



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