

# Social GGRRAACCEESSS



Social GGRRAACCEESSS was developed by Dr. John Burnham to help practitioners reflect on the social and cultural factors that influence identity, power, and relationships in their work. The framework encourages greater awareness of both visible and invisible aspects of difference, supporting more inclusive, anti-oppressive, and culturally sensitive practice.



Integrating Social GGRRAACCEESSS into safeguarding partnership practice promotes a more inclusive, reflective, and equitable approach to working with children, young people, families and adults. By actively considering the diverse social identities and experiences that shape individuals' lives practitioners can better understand the impact of power, privilege, and discrimination in safeguarding contexts. Embedding this framework supports more culturally literate decision making and ensures that interventions are tailored, respectful, and sensitive to the unique circumstances of those we support. It also strengthens the partnership's commitment to anti-discriminatory practice and helps address systemic inequalities in the safeguarding system.

# Social GRRRAACCEESSS Explained...

- **Gender** – Social and cultural roles, behaviours, and expectations associated with being any gender.
- **Geography** – The influence of location, place of birth, or where someone lives on identity and opportunity.
- **Race** – A social construct relating to physical characteristics, often linked to discrimination and privilege.
- **Religion** – Beliefs, values, and practices connected to faith or spiritual tradition.
- **Age** – How age influences power, rights, perceptions, and treatment in society.
- **Ability** – Physical, sensory, or cognitive differences and how they affect inclusion and access.
- **Appearance** – How physical look, body size, or presentation impacts perception and treatment.
- **Class** – Socioeconomic status and how access to resources shapes experience and identity.
- **Culture** – Shared customs, values, language, and traditions within a group or community.
- **Ethnicity** – A person's cultural heritage, language, and ancestral origins.
- **Education** – Access to and level of education, and its influence on opportunities and status.
- **Employment** – A person's work status and how it shapes identity, purpose, and societal value.
- **Sexuality** – A person's sexual orientation or identity, including attraction and relationships.
- **Sexual Orientation** – Who a person is romantically or sexually attracted to.
- **Spirituality** – A personal sense of meaning, connection, or belief that may or may not be religious.

## What Should Practitioners Know?

### Why Social GRRRAACCEESSS Matter

- **Reflective Practice:** Encourages practitioners to examine their own identity and potential biases.
- **Anti-discriminatory and anti-oppressive practice:** Highlights structural inequalities.
- **Better engagement:** Acknowledging someone's identity can help build trust and rapport.
- **Intersectionality:** Promotes awareness that people hold multiple identities that intersect, influencing their experiences of privilege and oppression.

### Challenges and Considerations

- **Not a checklist:** must be used reflexively and contextually, not ticked off.
- **Unconscious bias:** recognising that we all have biases influenced by our own GRRRAACCEESSS.
- **Power dynamics:** practitioners must be aware of how power operates in relationships and institutions

### Applying Social GRRRAACCEESSS in Safeguarding and Professional Practice:

- **Supervision and team discussions:** Can be used as a framework in reflective supervision to explore unconscious biases or blind spots.
- **Assessments:** Encourages a holistic understanding of a person's background, identity and lived experience.
- **Partnership working:** Helps practitioners recognise the need for culturally competent and inclusive approaches when working across agencies.
- **Young people and adults in transition:** Understanding how factors like age, class, race and disability affect transitions and service access.

### Recommendations

- Embed GRRRAACCEESSS into individual and organisational reflective practice.
- Use GRRRAACCEESSS as a starting point for curiosity and dialogue, not as fixed categories.
- Regular training and supervision to support deeper understanding and challenge assumptions.
- Ensure the voices and lived experiences of individuals are central to any intervention or planning.



Understanding who people are