

Safeguarding and Schooling

SWVG

12th April 2021

Our Core Safeguarding Values

- It is the responsibility of each one of our members to be alert and take action to prevent where possible the neglect or physical, sexual or emotional abuse of adults, young people and children potentially at risk from harm or abuse and take the necessary action
- SWVG recognise that our members may also be at risk and have support and guidance in place through co-ordinators, back up and support groups
- SWVG recognise it's responsibility to implement, maintain and regularly review our policy and procedures that have been designed to alert us and prevent such abuse
- SWVG is committed to supporting, resourcing, training and supervising all our volunteers who work with vulnerable adults and their families
- All SWVG volunteers working with clients are checked by the Disclosure and Barring Service and we comply with the requirements of the Independent Safeguarding Authority

Our Core Principles

- Every person has the right to be protected from abuse and poor practice
- All SWVG activities are inclusive and reasonable adjustments for any ability, disability or impairment
- The rights, dignity and worth of all people will always be respected
- Ability and disability can change over time. As such some people may become more vulnerable to abuse
- We all have a shared responsibility to ensure the safety and well-being of everyone we work with and as such will report concerns that arise within the community or within SWVG
- All allegations will be taken seriously and responded to quickly

Spot the Signs of Abuse

- Self-neglect - poor personal hygiene, not paying attention to one's health, risk taking behaviour that impacts on well being, drug or alcohol use, hoarding
- Physical Abuse - multiple bruising, burns, misuse of medication, evidence of being locked in a room, presenting with fear, depression, unexplained weight loss
- Sexual Abuse - rape, indecent exposure, sexual harassment, inappropriate looking or touching, sexual teasing or innuendo, pregnancy, sexual photography, subjection to pornography, witnessing sexual acts all of which the adult has not consented or was pressurised into consenting

Spot the Signs of Abuse

- Domestic Abuse and Coercive Control - threatening behaviour, incidents of controlling, access denied to friendship groups and family, monitoring use of mobile phone and online communication, taking over control of aspects of everyday life to include where you can go, who you can see, what you can wear and when you can sleep, controlling finances, sexual coercion. Home seldom a safe place.
- Emotional/Psychological Abuse - involves the regular and deliberate use of a range of words and non-physical actions to manipulate, hurt, weaken or frighten a person mentally and emotionally thus denigrating their sense of self worth and harming their wellbeing
- Modern Slavery - forced labour and domestic servitude.

Spot the Signs of Abuse

Continued

- Discriminatory Abuse/Hate Crime - harassment, insults or violence to an individual due to race, religion, gender, age, sexual orientation.
- Mate Crime/Mate Hate - vulnerable people are are befriended by members of the community who go on to exploit and take advantage of them. It is usual that the victim knows the perpetrator. This exploitation can be for money or criminal activity.
- Cyber Bullying - victims often experience depression, loneliness, social exclusion and anxiety

Some Data

Recent Statistics

- Hate Crime - increase of 62% across England and Wales during summer 2020. Most referrals from victims of racial and homophobic hate crimes (Victim Support October 2020)
- Domestic Violence - Domestic Abuse Helpline reported a 25% increase during lockdown and 150% increase in visits to their online chat room. Perpetrators have used lockdown to further control and isolate and domestic abuse risk escalates in pregnancy (Refuge 2020)
- Coercive Control - 95% of coercive control victims are women and 76% of coercive control cases happen within an intimate partner context (Safe Lives December 2020)

What to Do if You Have a Concern

- If an adult that you support is in immediate danger call 999
- Less immediate call the police on 101
- If you are worried that your client may be at risk of abuse or harm call Southampton City Council Adult Social Care on 023 8023 3344
- Make notes to include your clients views and complete an SWVG incident report form and forward to david.retter@swvg-refugees.org.uk
- Should you have a concern or are unsure how to proceed email david.retter@swvg-refugees.org.uk

VICE News Tonight | HBO

**We're tired of all the violence!
He must go! We're tired!**



Education - an Entitlement to All

Dispelling the Myths - Children of Asylum Seekers and Refugees: Early Years

- All 3 and 4 year olds are entitled to up to 15 hours a week of early years education for 38 weeks a year. This might take place in a school, nursery classes, pre-school settings or accredited childminders.
- Early Years education for 15 hours week can be accessed free of charge for the child from the start of the term following their 3rd birthday
- Early Years education for up to 30 hours a week is available for working parents (not asylum seekers but working refugees) earning at least £142.00 per week or less than £142.00 per week if you are under 25

Education - an Entitlement to All

Dispelling the Myths - Children of Asylum Seekers and Refugees: 4 -16

- Asylum Seeker and Refugee Pupils aged 4 - 16 have exactly the same entitlement to full time education as other UK pupils
- This rule applies equally across Local Authority schools, academies and free schools
- Refugee and asylum seeking children have equal access to the full curriculum, appropriate to their age, ability and aptitude and any learning difficulties that they may have
- Some children may have had an interrupted education or may never have attended formal schooling in their home country and schools must take this into consideration and have ability to draw on Local Authority

Education - an Entitlement to All

Dispelling the Myths - Children of Asylum Seekers and Refugees

- It would be good practice for schools/early years providers to:
 - - have access to an interpreter to communicate effectively with families being mindful of the local context in the country of origin and have the same dialect wherever possible
 - - aim to establish an ethos of trust and partnership from the very first meeting. Be mindful that parents of asylum seeking or refugee pupils may have prior experience of interrogation by officials which may have been distressing
 - - stress confidentiality
 - - make efforts to pronounce and spell names accurately
 - - find out if possible the religion of the family so that responses can be in a culturally appropriate manner respecting their values
 - - clarify any entitlement to free school meals, transport and any uniform grant
 - - link with local agencies and community organisations that help asylum seeking and refugee families