

CREATING A CHILD PROTECTION SYSTEM THAT IS EFFECTIVE FOR DEAF AND DISABLED CHILDREN

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PARTNERSHIPS AND COMMUNITY ENGAGEMENT
'CREATING KNOWLEDGE AND CHANGE WITH A PUBLIC PURPOSE'

“Without dialogue we stand still, without communication we are overlooked”

With sincere thanks

The hard work and knowledge sharing of the NSPCC, Bradford Talking Media (BTM), the National Deaf Children's Society (NDCS) and the National Working Group of Disabled Children (NWGDC) has made this presentation possible

CREATING A CHILD PROTECTION SYSTEM THAT IS EFFECTIVE FOR DEAF AND DISABLED CHILDREN

Deaf and disabled children are at increased risk of abuse yet barriers exist at all stages of the child protection system.

Risk factors and barriers need to be addressed to ensure deaf and disabled children are afforded an equal level of protection and in order to meet statutory requirements.

Safeguarding policy and guidance requires effective practice and implementation.

This includes a multi agency commitment at all levels and a commitment to the resources and training for practitioners to enable them to undertake their duties effectively.

Communication is fundamental along with a different approach to ensure the child's needs and circumstances are understood and acted upon.

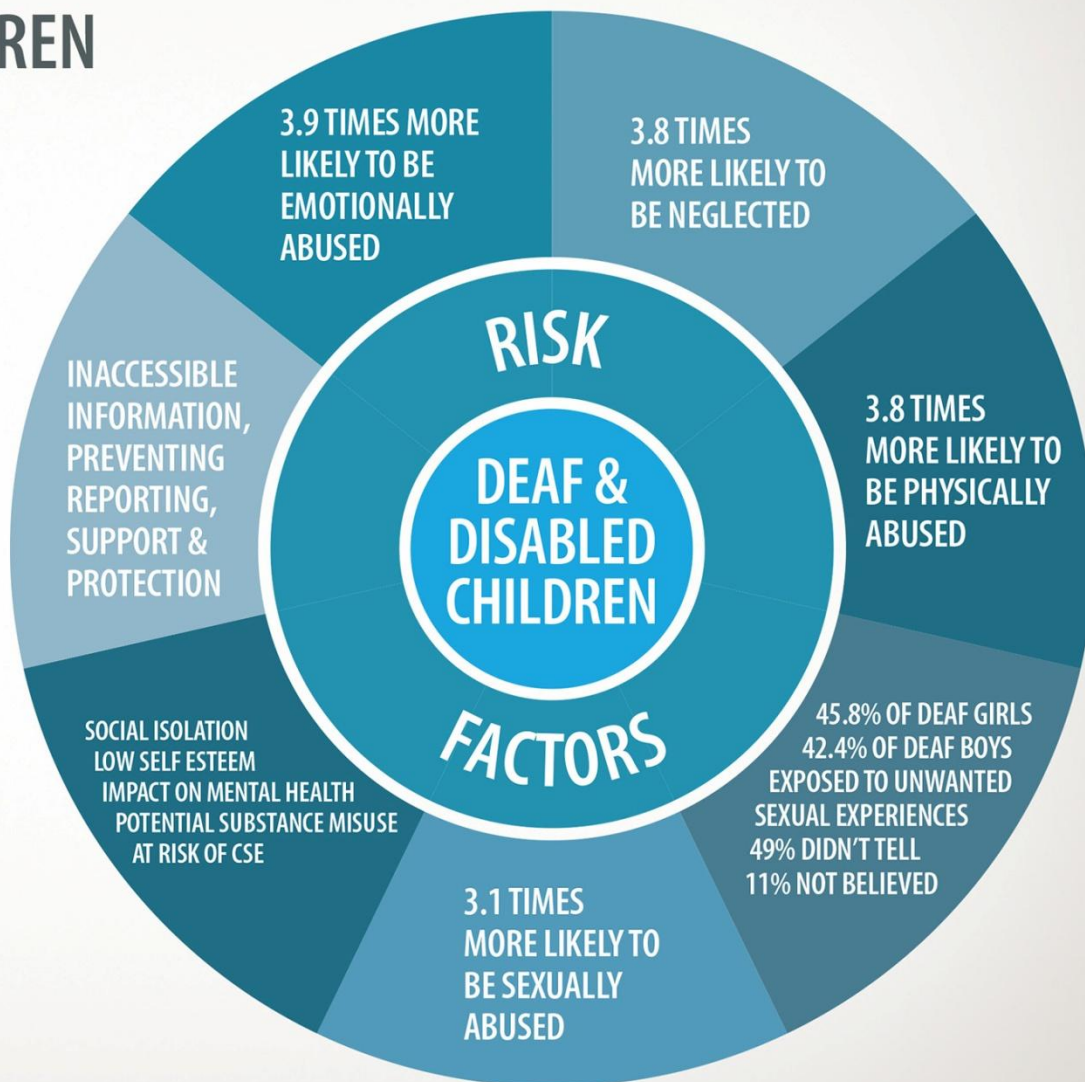
Every deaf and every disabled child has a right to be safe. Effective practice in safeguarding deaf and disabled children can inform safeguarding practice for other children.

A child protection system that is effective for deaf and disabled children is one that should be effective for all children.

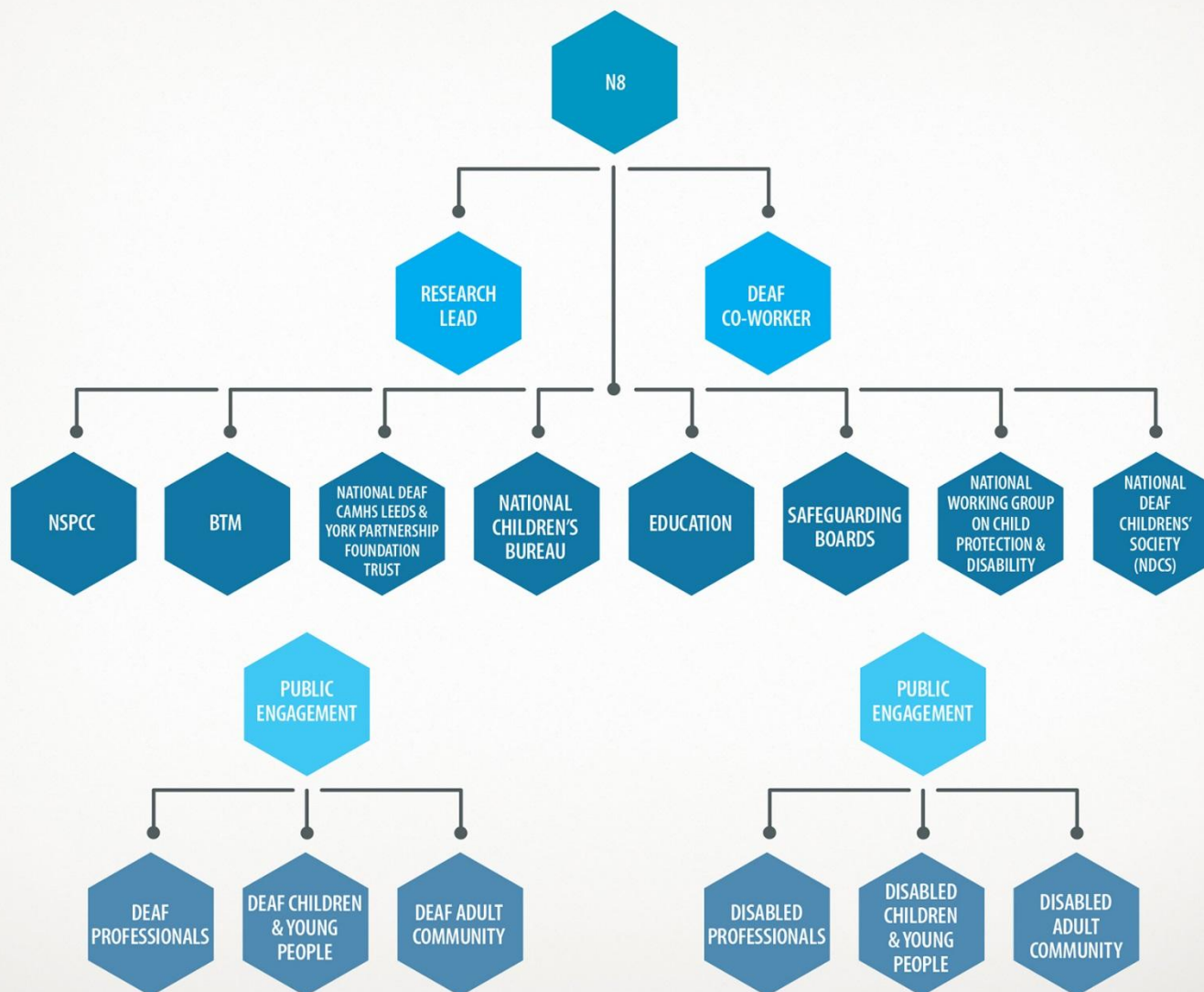
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Sullivan and Knutson, 2000 found that disabled children were 3.4 times more likely to be abused than non-disabled children.

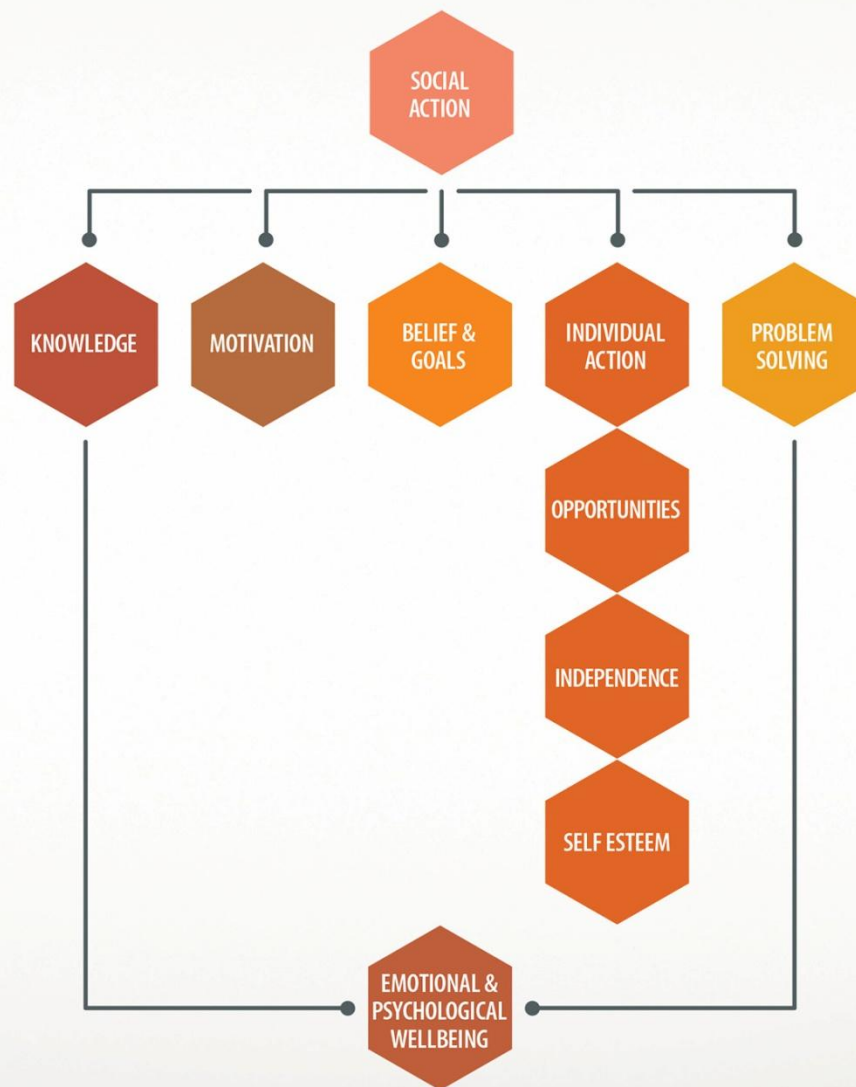
International research consistently shows that deaf and disabled children are three times more likely to experience abuse.



PARTNERSHIP STRUCTURE



POSITIVE IMPACT ON THE INDIVIDUAL



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THE WAY FORWARD

Address both risk factors in relation to abuse of deaf and disabled children and young people and barriers that exist within the safeguarding process.

1. ADDRESS RISK FACTORS

- Teach Deaf and disabled children and young people personal safety skills.
- Empower and enable them to seek help should they need to do so.

2. EMPOWERMENT

- Access to help should then be available in ways that suit the child's and young person's level of understanding and means of communication.
- This should be achieved in consultation with deaf and disabled children and young people.
- Look at new ways of children and young people communicating their feelings.

3. COMMUNICATION

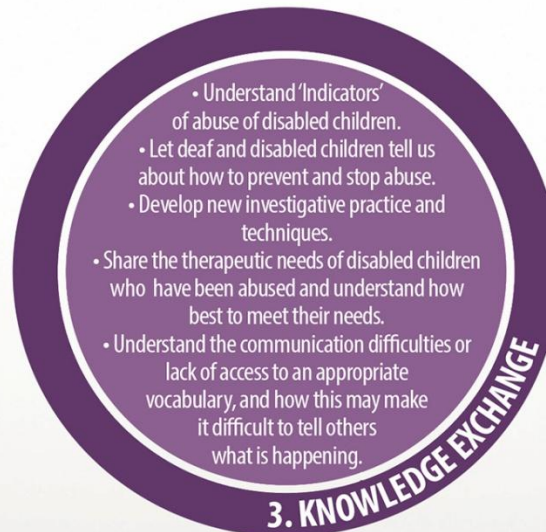
- Be aware of deaf and disabled children and young person's experience and perspective
- Professionals need to recognise and respond to the deaf or disabled child's safeguarding needs.

4. SAFEGUARDING NEEDS

- Encourage and facilitate and multi-disciplinary teams to create an effective model for service delivery.
- Evaluate outcomes and create knowledge exchange platforms.

5. MULTI AGENCY WORKING

SUMMARY



Thank you for listening

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