

Child Protection and Disability ToolKit

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Disability

The definition of 'disabled' comes from the 'Equality Act 2010' - a person, including a child, is considered to be disabled if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to perform normal day to day activities.

It includes CYP with a comprehensive range of physical, emotional, developmental, learning, communication and health care needs.

Disabled children are defined as '*a child in need*' under section 93(4) of the Children (Scotland) Act 1995.

Abuse?

Globally approximately one billion children aged 2-17 years have experienced such violence (Hillis et al, 2016).

Abuse?

It is multifaceted and includes physical, sexual, emotional and neglect by caregivers and other adults, witnessing violence between adults as well experiencing violence by peers and children (Krug et al, 2002).

These forms of abuse occur in homes, schools, institutions and in the community (Pinheiro, 2006).

What these forms of violence share is their impact on lifelong health, well-being and social consequences for children and adults.

Abuse?

Consequences for children experiencing abuse and neglect are far-reaching and include impacts on mental and physical health and well-being; social withdrawal, increased risk behaviours, aggression and exposure to further violence as well as impacts on education and employment (Fry, 2012; Gilbert et al, 2009; Margolin and Gordis, 2004).

Childhood experiences of abuse also have an economic cost and undermine the social and economic development of communities and nations (Fry et al, 2016; Hillis et al, 2015).

Abuse?

Violence is defined in Article 19 of the UNCRC as “all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse”. (United Nations General Assembly, 1989).

Furthermore, Article 16 of United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) mandates policymakers to “take all appropriate legislative, administrative, social, educational and other measures to protect disabled people, both within and outside the home, from all forms of exploitation, violence and abuse”. (United Nations General Assembly, 2006).

Abuse?

Evidence also highlights disabled children are more likely to be abused than children without disabilities (Jones et al, 2012).

With these shocking numbers, policymakers and practitioners are asking what causes violence against disabled children and how do we stop it?

Abuse?

Data on the prevalence of violence against disabled children is limited.

A recent meta-analysis of 17 studies of violence against disabled children has shown that they are 3 to 4 times more likely to be abused than their peers without disabilities.

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Developed by
WithScotland and *the
Scottish Government's
Ministerial Working
Group on Child
Protection and Disability.*

2014

Overview of Child Protection and Disability Toolkit

What does it contain?

1. Practitioner Training

- 1.1 Context;
- 1.2 Protecting Disabled Children;
- 1.3 Working with Disabled Parents
- 5 case studies. (Notes for trainers and notes for participants)

2. Manager Course (Notes for trainers and notes for participants)

3. Quizzes (Notes for Trainers)

4. Myth Busters -Protecting Disabled Children/ Disabled Parents

5. Guidance - National Guidance for Child Protection in Scotland 2014 with additional notes for disabled children / Study/Underprotected; OverProtected (CSE)

6. Research - Scottish Govt Study/Underprotected; OverProtected (Summary, Full Report, Scotland Briefing)

7. Resources - background to resources in the Toolkit/Underprotected; OverProtected (Easy Read)

References

Child protection and disability toolkit: <http://withscotland.org/resources/child-protection-and-disability-toolkit>

Fry, D. (2012) Child Maltreatment: Prevalence, incidence and consequences in the East Asia and Pacific Region, a systematic review of research, Bangkok: UNICEF East Asia and Pacific Regional Office.

Fry, D. et al (2016) *Prevalence of violence in childhood and adolescence and the impact on educational outcomes: Evidence from the 2013 Peruvian National Survey on Social Relations.* International Health, v.8(1), 44-52.

Fry, D., Lannen, P., Vanderminden, J. Cameron, A. and Casey, T. (2017) Child Protection and Disability: Practical challenges for research. Dunedin.

Gilbert, R., Widom, C., Browne, K., Fergusson, D., Webb, E. and Janson, S. (2009) *'Burden and consequences of child maltreatment in high-income countries'*. The Lancet, v.373(9657), 68-81.

Hillis, S. et al (2015) *THRIVES: A global package to prevent violence against children.* Atlanta, GA: Centers for Disease Control and Prevention

Hillis, S., Mercy, J., Amobi, A. and Kress, H. (2016) *Global prevalence of past-year violence against children: A systematic review and minimum estimates'*, Pediatrics, v137 (3), 1-13

References

Jones, L., Bellis, M.A., Wood, S., Hughes, K., McCoy, E., Eckley, L., Bates, G., Mikton, C., Shakespeare, T. and Officer, A. (2012) *Prevalence and risk of violence against children with disabilities: a systematic review and meta-analysis of observational studies*. *Lancet* 380 (9845), 899-907

Krug, E., Dahlberg, L., Mercy, J., Zwi, A and Lozano, R. (eds) (2002) *World Report on Violence and Health*, Geneva: World Health Organisation.

Pinheiro, P (2006) 'World report on violence against children: United Nations Secretary-General's study on violence against children'. www.unicef.org/violencestudy/reports/SG_violencestudy_en.pdf

Useful resources

NSPCC library - children with disabilities

https://library.nspcc.org.uk/HeritageScripts/Hapi.dll/retrieve2?SetID=AE55DDC4-30F2-451E-8816-2BCB7031AB62&searchterm=%22children%20with%20disabilities%22&Fields=K&Media=&SearchPrecision=20&SortOrder=Y1&Offset=8&Direction=%2E&Dispfmt=B&Dispfmt_b=B27&Dispfmt_f=F13&DataSetName=LIVEDATA

National Crime Agency - Think you know. SEN resources

<https://www.thinkuknow.co.uk/teachers/resources/>

Video clips with subtitles and audio description

Need to be registered first with NCA

Useful resources

Child Protection e-learning module

<http://www.pkc.gov.uk/article/17747/Child-Protection-e-learning-module>

Safeguarding deaf and disabled children - How organisations can protect deaf and disabled children from abuse

<https://www.nspcc.org.uk/preventing-abuse/safeguarding/deaf-disabled-children/>

_Two Way Street 4.23 mins

<https://www.youtube.com/watch?v=liymMEej7U>