

Child Protection and Safeguarding

First Lesson :

Child protection and types of child abuse

Learning Outcomes For lesson 1

- Know about different types of child abuse
- Understanding the importance of child protection and safeguarding learners in the learning environment

Objectives of workshops

By the end of the of this course. The trainee educator must be able to :

- Differentiate the types of child abuse
- Recognize the vulnerable and abused child
- Deal with the bullied vulnerable and abused child
- Design school's protection system and safeguarding

LO1. Know about different types of child abuse

PC1.1 Identify the signs and symptoms of different types of child abuse

- IC1.1.1 Definition abuse, vulnerability
- IC1.1.2 Type of abuse in the learning environment (e.g. emotional , physical abuse, etc)
- IC1.1.3 Type of abuse in the home environment(eg. Child neglect, domestic and family violence)
- IC1.1.4 Signs and symptoms of abuse
- PC1.2 Discuss the effects of abuse on learners.

PC1.1 Identify the signs and symptoms of different types of child abuse

- IC1.1.1 Definition abuse; vulnerability :

- TX1.1.1.1

Child Abuse and neglect (child maltreatment) refer/s to any non-accidental behavior by parents, caregivers, other adults or older adolescents that is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm to a child or young person. Such behaviors can either be intentional or unintentional.

- **IC1.1.2 Type of Child Abuse in the learning environment**

- **TX1.1.2.1 Emotional and Verbal abuse**
- **TX1.1.2.2 Physical abuse**
- **TX1.1.2.3 Discrimination and Bullying**
- **TX1.1.2.4 Cyberbullying**
- **TX1.1.2.5 Sexual abuse/Organized sexual abuse**

TX1.1.2.1 Emotional and verbal abuse

Emotional abuse or maltreatment, also known as psychological abuse or maltreatment is the most common form of child abuse. It is also experienced by children witnessing domestic violence. While many parents are emotionally abusive without being violent or sexually abusive, emotional abuse often accompanies physical and sexual abuse. It includes acts of omission e.g. emotional neglect, not expressing or showing love and affection. commission e.g. rejection, humiliation, insults, setting unreasonable expectations or restricting opportunities for the child to learn, socialize or explore. Each can negatively impact a child's self-esteem and social competence.

TX1.1.2.1 Emotional and verbal abuse

Emotional abuse does not only occur in the home. Children can be emotionally abused by teachers, other adults in a position of power and other children in the form of "bullying". Chronic emotional abuse in schools is a serious cause of harm and warrants ongoing active intervention. Emotional abuse has increasingly been linked to parental mental health problems, domestic violence, drug and alcohol misuse.

Signs: From infancy to adulthood, emotionally abused people are often more withdrawn and emotionally disengaged than their peers, and find it difficult to predict other people's behavior, understand why they behave in the manner that they do, and respond appropriately

TX1.1.2.2 Physical abuse

Refers to ‘any non-accidental physical act inflicted upon a child by a person having the care of a child’. It is not always a result of intent to hurt a child but sometimes can be justified as being a form of discipline. However when it is fear based, and involves unpredictability or lashing out in anger, it constitutes physical abuse. Physical abuse is the type of abuse most likely to be accompanied by another form, specifically emotional abuse or neglect. When a parent or caregiver ‘makes up’ an illness it is also considered physical abuse . Adults who physically abuse children may have unrealistic expectations of their child, not understanding the child’s needs or how to interact with them.

TX1.1.2.2 Physical abuse

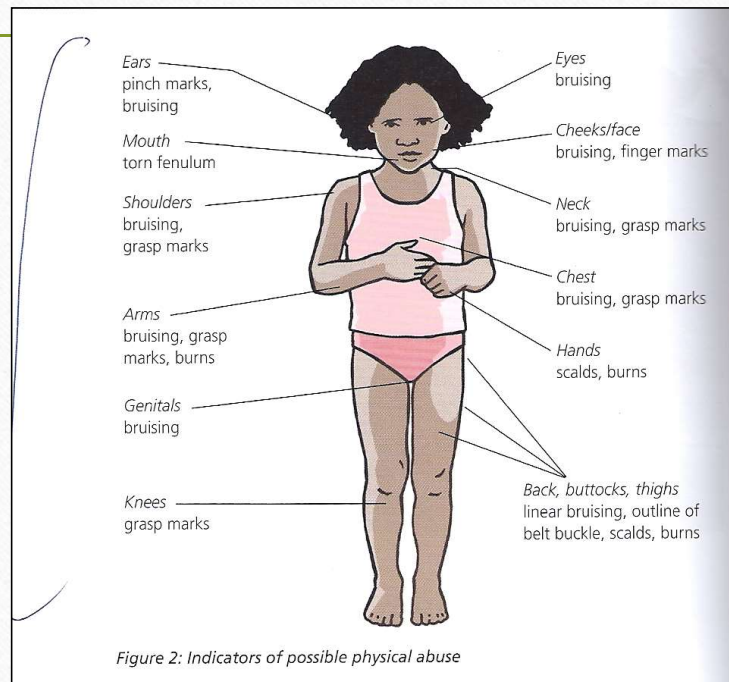
Overall, physical abuse has been a normal aspect of domestic life. Physical assaults that would be serious criminal offenses if committed by one man against another - for instance, hitting, slapping, or striking with an object - have been legally and socially sanctioned when committed by a man against his wife and child, or by parents against their children

Signs: Physically abused children find it difficult relating to their peers and the adults around them. The constant threat of violence at home makes them perpetually vigilant and mistrustful, and they may be overly domineering and aggressive in their attempts to predict and control other people's behavior. They are also vulnerable to "emotional storms", or instances of overwhelming emotional responses to everyday situations

TX1.1.2.2 Physical abuse

Physically abused children may also have problems with academic achievement, physical development and coordination, developing friendships and relationships, aggression and anger management, depression, anxiety and low self-esteem.

Sign and symptoms of physical abuse



Physical abuse case study

- Case study: (suspicious bruising)

Kumar, aged five, has been away from school for two days due to being unwell. In the note from his mother. You are helping him to change for PE in the hall and he jumps when you are pulling his jumper off. The back of his upper arms and back are covered in deep purple bruising. When you gently ask how they happened, he shrugs and says he fell off her bunk bed.

1. what should you do?
2. What should you not do?
3. Whom should you talk to about this

TX1.1.2.3 Discrimination and Bullying

Discrimination and bullying includes abuse motivated by discriminatory attitudes towards race, age, religion, gender, sexual orientation, disability or cultural background.

What Is Bullying? Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying is difficult to cope with and often difficult to prove. Bullying may be unintentional in that the 'bully' is unaware that their comments or actions are distressing to another, or more often it is deliberate and may take place over a prolonged period.

TX1.1.2.3 Discrimination and Bullying

- Bullying can be :

Emotional being unfriendly, excluding, tormenting (e.g. hiding dance wear, threatening gestures), ridiculing, humiliating, spreading rumors or causing someone to be isolated

Physical pushing, kicking, hitting, smacking, punching, or any use of violence or unwanted physical contact.

Racist racial taunts, graffiti, gestures

Religious and cultural offensive comments, taunts, slurs, verbal or in writing • Sexual unwanted physical contact or sexually abusive comments

Homophobic because of, or focusing on the issue of sexual orientation

Discriminatory because someone is disabled or has special educational needs or is in some way vulnerable

Verbal name-calling, sarcasm, spreading rumors, teasing or making offensive comments to or about someone

Cyber All areas of internet, such as email & social networking sites Mobile threats by text messaging & calls Misuse of associated technology , i.e. camera & video facilities

TX1.1.2.3 Discrimination and Bullying

The Important of Responding to Bullying

Bullying of all kinds hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children and vulnerable adults who are bullying need to learn different ways of behaving. Children and vulnerable adults who are bullied are entitled to support and to be safeguarded.

Signs:

- A sudden decline in grades, loss of interest in schoolwork, reluctance to go to school
- Changes in eating habits, tendency to the two extremes: binge eating and starvation
- Depression, feelings of helplessness, no passion for hobbies, low self-esteem
- Difficulty sleeping or recurrent nightmares
- Headaches, stomachaches, faking illnesses to avoid school
- Lost or destroyed personal belongings like books or electronics
- Mysterious physical injuries, mostly bruises

TX1.1.2.4 Cyberbullying

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

TX1.1.2.4 Cyberbullying

Sings of child abuse of cyberbullying :

- Appears nervous when receiving a text, instant message, or email
- Seems uneasy about going to school or pretends to be ill
- Unwillingness to share information about online activity
- Unexplained anger or depression, especially after going online
- Abruptly shutting off or walking away from the computer mid-use
- Withdrawing from friends and family in real life
- Unexplained stomachaches or headaches
- Trouble sleeping at night
- Unexplained weight loss or gain
- Suicidal thoughts or suicide attempts

TX1.1.2.5 Sexual abuse

Child sexual abuse describes any incident in an adult, adolescent or child uses their power and authority to engage a minor in a sexual act, or exposes the minor to inappropriate sexual behavior or material. A person may sexually abuse a child using threats and physical force, but sexual abuse often involves subtle forms of manipulation, in which the child is coerced into believing that the activity is an expression of love, or that the child bought the abuse upon themselves. Sexual abuse involves contact and non-contact offences. Sexually abusive behaviors can include the fondling of genitals, masturbation, oral sex, vaginal or anal penetration by a penis, finger or any other object, fondling of breasts, voyeurism, exhibitionism and exposing the child to or involving the child in pornography .

TX1.1.2.5 Sexual abuse

Who is most likely to be sexually abused? Whilst all children are vulnerable to sexual abuse, girls are more likely to be sexually abused than boys. Disabled children are up to seven times more likely to be abused than their non-disabled peers. Who sexually abuses children? Most sexual abusers are male although females also do perpetrate abuse

Signs: Sexually abused children exhibit a range of behaviors, including: withdrawn, unhappy and suicidal behavior; self-harm and suicidality; aggressive and violent behavior; bedwetting, sleep problems, nightmares; eating problems e.g. anorexia nervosa and bulimia nervosa; mood swings; detachment; pains for no medical reason; sexual behavior, language, or knowledge too advanced for their age

Organized sexual abuse

Organized sexual abuse refers to the range of circumstances in which multiple children are subject to sexual abuse by multiple perpetrators. In these circumstances, children are subject to a range of serious harms that can include child prostitution, the manufacture of child pornography, and bizarre and sadistic sexual practices, including ritualistic abuse and torture.

Many children subject to organized abuse are raised in abusive families, and their parents make them available for abuse outside the home. This abuse may include extended family members, family "friends", or people who pay to abuse the child (Cleaver and Freeman 1996). Other children are trafficked into organized abuse by perpetrators in schools, churches, state or religious institutions, or whilst homeless or without stable housing.

Organized sexual abuse

Organized abuse, like all forms of child abuse, is primarily committed by parents and relatives. Organized abuse differs from other forms of sexual abuse in that women are often reported as perpetrators

Signs: Young children subject to organized sexual abuse often have severe traumatic and dissociative symptoms that inhibit disclosure or help-seeking behavior. They are often very withdrawn children with strong suicidal ideation. They may exhibit disturbed behaviors while at play or when socializing with their peers or other adults.

IC1.1.3 Type of Child Abuse in home environment

- **TX1.1.3.1 Neglect**
- **TX1.1.3.2 Domestic and family violence**
- **TX1.1.3.3 Financial or Material Abuse**

TX1.1.3.1 Neglect

Neglect can be defined as ‘any serious act or omission by a person having the care of a child that, within the bounds of cultural tradition, constitutes a failure to provide conditions that are essential for the healthy physical and emotional development of a child’

Neglect refers to circumstances in which a parent or caregiver fails to adequately provide for a child's needs: e.g. provision of food, shelter and clothing, access to medical care when necessary, providing love, care and support, adequate supervision, appropriate legal and moral guidance, regular school attendance.

Sometimes, a parent might not be physically or mentally able to care for a child. This may occur as a result of their own illness, injury, depression, anxiety or substance abuse. Neglect can sometimes be associated with socioeconomic status

TX1.1.3.1 Neglect

- There are several categories of neglect:
Such as supervisory neglect, emotional neglect, physical neglect, medical neglect, educational neglect and abandonment .
- **Signs:** children may speak or act inappropriately for their age, be socially isolated, including isolated from their parents, have few social skills, and struggle to control their intense emotions or outbursts.

Neglect abuse case study

- Case study: (possible neglect)

Isam is six years old and has an older sister, Sahar, who is 11. their parents both have drinking problems. Sometimes there is nothing to eat in the house. Sahar is often left alone to look after her younger brother. The school they both go to has noticed that they are always tired and appear very thin. Their clothes are often dirty and Isam is often in the same clothes for a few days. One day, when Sahar comes to collect Isam from the classroom to go home, he busts into tears and says he does not want to go home.

1. What do you think Isam's teacher should do?
2. What do you think should have already happened?

TX1.1.3.2 Domestic and family violence

- A pattern of abusive behavior in an intimate relationship, which features coercion and control, which that over time puts one person in a position of power over another, and causes fear.
- It can incorporate a range of abuses including but not limited to:
 - physical, sexual and emotional assaults; stalking; isolating the person from friends and family; financial abuse; spiritual/cultural abuse; legal abuse; damage to personal property; threats of harm to pets and loved ones; psychological abuse e.g. manipulation, denial etc.

TX1.1.3.2 Domestic and family violence

- Children living in a family violence environment are living in a situation of fear, anxiety and unpredictability. They experience emotional and psychological trauma similar to children experiencing other forms of child abuse and neglect. Some will be directly targeted and may experience physical or sexual abuse as well as neglect.
- ***Signs:*** A child witnessing family violence is at risk of: behavioral and emotional difficulties, learning difficulties, long-term developmental problems, aggressive language and behavior, restlessness, anxiety and depression.

TX1.1.3.3 Financial or Material Abuse

- Financial or material abuse is any theft or misuse of a person's money, property or resources, by a person in a position of, or expectation of, trust to a vulnerable person. Financial abuse is more common than many people think and preventing it starts with spotting the warning signs early.

Check your knowledge

1. Name three different agencies that might be involved in the safeguarding of children
2. When might a child need urgent medical attention?
3. what are the main signs and symptoms of meningitis?
4. List three indicators of physical abuse
5. List three indicators of emotional abuse
6. List three indicators of sexual abuse
7. What should you do if you suspect a child has been harmed or abused?
8. What does “confidentiality” mean in a work setting?

IC1.1.3 General signs and symptoms of abuse

- Emotional abuse:

- **Signs:** From infancy to adulthood, emotionally abused people are often more withdrawn and emotionally disengaged than their peers, and find it difficult to predict other people's behavior, understand why they behave in the manner that they do, and respond appropriately

- Physical abuse

- **Signs:** Physically abused children find it difficult relating to their peers and the adults around them. The constant threat of violence at home makes them perpetually vigilant and mistrustful, and they may be overly domineering and aggressive in their attempts to predict and control other people's behavior. They are also vulnerable to "emotional storms", or instances of overwhelming emotional responses to everyday situations

IC1.1.3 General signs and symptoms of abuse

TX1.1.3.1 Bullying abuse:

- **Signs:** A sudden decline in grades, loss of interest in schoolwork, reluctance to go to school. Changes in eating habits, tendency to the two extremes: binge eating and starvation. Depression, feelings of helplessness, no passion for hobbies, low self-esteem. Difficulty sleeping or recurrent nightmares. Headaches, stomachaches, faking illnesses to avoid school. Lost or destroyed personal belongings like books or electronics. Mysterious physical injuries, mostly bruises

TX1.1.3.2 Cyberbullying abuse

- **Signs:** Appears nervous when receiving a text, instant message, or email. Seems uneasy about going to school or pretends to be ill. Unwillingness to share information about online activity. Unexplained anger or depression, especially after going online. Abruptly shutting off or walking away from the computer mid-use. Withdrawing from friends and family in real life. Unexplained stomachaches or headaches. Trouble sleeping at night. Unexplained weight loss or gain. Suicidal thoughts or suicide attempts

IC1.1.3 General signs and symptoms of abuse

TX1.1.3.3 Sexual abuse:

- **Signs:** Sexually abused children exhibit a range of behaviors, including: withdrawn, unhappy and suicidal behavior; self-harm and suicidality; aggressive and violent behavior; bedwetting, sleep problems, nightmares; eating problems e.g. anorexia nervosa and bulimia nervosa; mood swings; detachment; pains for no medical reason; sexual behavior, language, or knowledge too advanced for their age

TX1.1.3.4 Family violence abuse

- **Signs:** A child witnessing family violence is at risk of: behavioral and emotional difficulties, learning difficulties, long-term developmental problems, aggressive language and behavior, restlessness, anxiety and depression.

IC1.1.3 General signs and symptoms of abuse

TX1.1.3.5 Neglect abuse:

- ***Signs:*** children may speak or act inappropriately for their age, be socially isolated, including isolated from their parents, have few social skills, and struggle to control their intense emotions or outbursts.

PC1.2 Discuss the effect of abuse on learners

IC1.2.1 The Effect of abuse on learner

- TX1.2.1 Physical, Psychological, Emotional, Social Effects

Such as Depression, Anxiety disorders. Poor self-esteem, Aggressive behavior. Suicide attempts, Eating disorders. Use of illicit drugs, Alcohol abuse. Post-traumatic stress, Dissociation. Sexual difficulties, Self-harming behaviors. And personality disorders.

TX1.2.1 Physical, Psychological, Emotional, Social Effects

Poor mental health: are almost two and a half times as likely to have poor mental health outcomes.

Unhappiness: are four times more likely to be unhappy even in much later life

Poor physical health: are more likely to have poor physical health.

Medical diseases: increases the risk of having three or more medical diseases, including cardiovascular events in women

Relationships: causes a higher prevalence of broken relationships, lower rates of marriage in late life,

Isolation/social disconnection: cause lower levels of social support and an increased risk of living alone

Behavioral health effects: is associated with suicidal behavior, increased likelihood of smoking, substance abuse, and physical inactivity.

LO2 Understanding the importance of child protection and safeguarding learners in the learning environment

- PC2.1 Explain child protection and safeguard
- PC2.2 Examine the factors that make learners vulnerable to abuse
- PC2.3 Discuss reasons why learners retract or delay abuse disclosure
 - (threat, fear, embarrassment, peer pressure, family pressure)
- PC2.4 Evaluate the responsibilities of educators, staff, parents, and schooling protecting and safeguarding learners.
 - (responsive action- reducing risk, remedial action-restoring hope, protective environment action- creating an enabling environment, education learners)

PC2.1 Explain child protection and safeguard

IC2.1.1 Child protection and safeguarding

- TX2.1.1.1 Definition:
 - The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.
- TX2.1.1.2 Importance:
 - Safeguarding children is a concept that reaches beyond child protection to incorporate the additional aims of preventing the harm of children's health and development, ensuring children are growing up in circumstances consistent with the provision of safe and effective care.

PC2.2 Examine the factors that make learners vulnerable to abuse

IC2.2.1 Factors that make a learners vulnerable to abuse

- TX2.2.1.1 Factors and issues:

There are many issues that may contribute to child abuse, but some factors increase the risk to children and make them more vulnerable to abuse. They can be found in the background of parents, in the environmental situation and in attributes of the child themselves. These factors can be significant in alerting a bystander or family member to offer support to a family and keep a caring eye out

TX2.2.1.2 Contribution of factors:

- Parental factors,:

Parent factors such contributions where parent has already abused a child, Pregnancy was not wanted, parent has a background of abuse when growing up. Young unsupported mother often with low education. Parents have unrealistic expectations of the child and lack parenting knowledge. Parent is isolated and has few supports. Parent has a mental illness or is abusing drugs or alcohol. Overcrowding in the house, Poverty or lack of opportunity to improve the family's resources . Family violence is present, A non biological adult living in the house. Family is experiencing multiple stresses,

- Child factors:

Baby is sickly, colicky or unwanted. Child has a physical or developmental disability. Child is the product of an abusive relationship. Lack of attachment between child and parent

PC2.3 Reasons why learners retract or delay abuse disclosure

IC2.3.1 Reasons why learners retract a disclosure

- TX2.3.1.1 Pressure or threats from the perpetrator:

The pressure can come in different ways such as the relationship to the perpetrator with the child, may prevent child from disclosing the issue. An expected consequence of telling (e.g., physical injury/death, family separation, parental distress); a pressure from the child's family.

Fear of negative reactions from parents or family; can contribute to retract or delay abuse.

Fear of not being believed. Feelings of embarrassment, shame and self-blame; and/or Fears of stigmatization, being labeled a victim or being labeled homosexual

PC2.4 Evaluate the responsibilities of educators, staff, parents, and schooling protecting and safeguarding learners.

- IC 2.4.1 The responsibilities of educators protecting and safeguarding learners:
 - TX2.4.1.1 Responsibilities for protecting vulnerable children from abuse and neglect must be identified within each education and training provider. Education providers must take appropriate advice and make contact with local safeguarding committees. Safeguarding, personal safety and security issues should be embedded in the ethos and mission statement and the quality processes of education and training providers.

Responsive action – reducing risk

- Responsive action – reducing risk

Teachers play a very important role in the reporting of child abuse. anyone who suspects child abuse or neglect must report it to law enforcement. “The earlier we can start, the better,”

Child advocates say that when parents understand how their babies and children develop, they can better anticipate their needs, which in turn can help prevent abuse. Report suspected child abuse immediately. Do not act shocked or disgusted if a child reveals something about his or her abuse to you. That will lead to more reveals from the child to you. Be supportive in your response and let the child know it is not his or her fault. Make sure children who are abused have plenty of ways to express themselves

A responsive action can come from the relationship between the school and home, and the continuous of the observation from the educator toward the learners. Would be considered as a responsive action along with the shared observation between the educators together with the pedagogical observation during the period of learners when they come together, such as during the break time. A periodically meetings with the leaners and giving the chance to the learners to express their feelings, and opinions. A social and psychological questioners all will reduce the risk of child abusive .

Responsive action – Reducing risk

Any staff member who may come into contact with children and/or vulnerable adults as part of their duties should ensure they understand their responsibilities before engaging in any regulated activities

The Dean of the School and/or Director of the service is responsible for ensuring that a risk assessment is carried out before any new or changed program event, visit and/or activity is undertaken involving children and/or vulnerable adults.

All those involved in risk assessments should understand that the risk assessment is not only a way to mitigate or remove potential risk but also an opportunity to consider alternative working practices and to provide additional support from external services.

Remedial action – restoring hope

Remedial action – restoring hope

- When a child is victimized by a sexual predator, the devastating effects of such abuse can be overwhelming, not only for the victim, but also for the victim's family. When another person causes harm to our child, it is a natural parental reaction, to feel compelled to seek justice on our child's behalf. If your minor child was the victim of sexual abuse, it is important that you understand the distinction between criminal and civil actions, and the specific remedies that pertain to each.

Protective environment action – creating an enabling environment

Protective environment action – creating an enabling environment

- The elements key to creating, or strengthening, a protective environment around children are the Government Commitment and Capacity, the Legislation and Enforcement; Culture and Customs; Open Discussion; Children's Life Skills, Knowledge, and Participation; Capacity of Families and Communities; Essential Services; and Monitoring, Reporting, and Oversight.

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- enabling environment is a rich and varied space where risks are minimized and well managed, and children are protected from harm and abuse.

Create an environment that is warm, welcoming and nurturing and facilitates a sense of belonging. Offer a range of resources, which are familiar to the children and babies, as well as activities that are new to them. Ensure that the activities and environment offer room for outdoor and indoor play, sufficient space for children to move and collaborate, and encourage exploration and risk-taking. Provide a range of activities which serve different purposes: inspire imagination and role play, exploration of personal relationships and feelings, problem solving, quiet time and reflection. Consider having a construction area, home corner, various toys and books, storytelling times, music and art.