

TEACHERS HANDBOOK

MARNIE & AKIKI





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Dedicated to the children of Africa, who provided the inspiration for this book.



Together, let us make our children's lives rich with laughter.
We know that Children learn best when they are happy and content.

HELPING
UGANDA
SCHOOLS

Protecting the Children of Africa

KAROLI MUKASA

This work is inspired by the life of Karoli Mukasa. He was the father of 12 children (John, one of his sons is a founder of the charity, Helping Uganda Schools). Peter Mount, Chairman of the Charity, and Denise Ead, one of the Trustees, had the great privilege to attend his memorial service in Uganda in 2009.



Over 400 people attended, coming from all over Africa and Europe. They came to pay their respects to a man of integrity, gentleness and honour. Karoli Mukasa was a schoolteacher who has written many scholarly works on philosophy and ethics.

Although Karoli Mukasa is no longer with us the principles of respect and dignity he showed to his fellow man, the gentleness he showed towards children and young people, lives on through the many lives he influenced. He would be so proud and pleased to know he is the guide to 'Protecting the Children of Africa'.

Karoli Mukasa's work reflects on generosity, love of neighbour, love of oneself, honesty, morality and a sense of shame.

He encourages the family to endow integrity into the next generation through schooling and one's faith and in turn this will change government and social structures. His belief was in the goodness of humanity.

THIS PROJECT WILL BE IN TWO PARTS.

Part One - called the 'Teachers Handbook' is for teachers, parents, and adults who work with children. It will be presented in a series of boxes, which will explain:

- (1) The Definitions of Child Abuse
- (2) The causes of Child Abuse
- (3) The Consequences to the child or Young Person who is a victim of abuse.

There will also be tasks and techniques to aid understanding.

Part Two - is a story book called 'Looking after Marnie'. The children's book is intended to be read by the teacher, parent or trusted adult to form the basis for discussion with the children. Our guide throughout will be the Village Elder and a Lion cub.

There is also a 'Keep Safe Message for Children' enclosed in this work.

It is hoped that that this project will add to knowledge and Best Practice.

The Charity Helping Uganda Schools (HUGS) has built schools in Uganda and completed a school in Rwanda. HUGS also supports a children's home and provides bursaries for young people to attend college and University. Working with our partners in these African countries has forged good relationships and the aim of all those involved with the charity in the UK and Africa is to take the following as their vision -

'We must all work together to provide a school that values all children and protects them from harm. Our children are the future and deserving of the very best we can offer. Safeguarding children is paramount and a priority wherever we live, whatever our culture and whoever we are.'

A LETTER FROM DENISE

“Dear Teachers, I do hope this Handbook is useful to you at your school and that I can share with you some of the information from the UK. My hope is we can all learn together and share ideas and experiences that result in you all writing policies and procedures that will safeguard the children of your school and beyond. My good friend Pamela Davenport has given me her teaching material to share with you all. I have added to this and tried to put it into context. Many years ago I worked in Child Protection now called Safeguarding and I came across many cases in the UK where children were at risk of abuse and neglect. Many of the parents needed help and education to enable them to learn how to bring up their children and enjoy their children. Child Protection is still a problem in the UK and in all countries. Some of the problems stem from poverty and a lack of good infrastructure and these problems need to be tackled from a political and economic perspective. Some of the problems are because of the unhappiness within the family with cases of Domestic Violence. Some of these problems can be helped at a community level and it is with hope that I write this because we can all make a difference through education, support and guidance to families who are struggling.

The UK can learn greatly from other cultures and the way they value their children and older people. There are good things in all cultures but also problems that need to be addressed. There are many positive ways we can work together to safeguard our children and young people. I have contacted an organisation called Childhope. They have a Child Protection Toolkit which they have sent me and you can download for your teaching.

I wish you well in using this Hand Book as a starting point, and I am sure you will take the learning forward in your country and I would like to say thank you for participating”

THE AIM OF THIS HANDBOOK

1. To raise awareness of child protection problems
2. To look at the signs and symptoms of child abuse.
3. To enable teachers, parents and those working with children to have a forum to discuss these issues.
4. To have a secure and safe school and home environment where children are safe and protected from all harm.

EXPECTED OUTCOME FROM USING THIS HANDBOOK

1. For those working with children to provide policies and procedures that they could use in their school to Safeguard children and young people. Also, to find out about National Policies and Child Protection Laws within their own country.
2. To consider identifying a teacher who could be the Child Protection Lead for the school.
3. To disseminate the knowledge gained and share with other teachers, parents and those concerned with children and young people's welfare.
4. To consider ongoing and regular training in the area of child safeguarding.

All adults have the responsibility to safeguard all children and young people from harm.

INTRODUCTION

We live in a beautiful world surrounded by sky, forests, mountains, animals and people who can care and do good. Parents all over the world do their very best for their children, working tirelessly to make sure their children get the best they can offer.

Everyone would want each child to be brought up in a loving home where the child is safe and well cared for.

We also live in a world where things go wrong and children and young people are harmed, abandoned and neglected. There are many complex reasons for child abuse some intentional and some through ignorance and misguided notions of child rearing practices. Children throughout the world are suffering regardless of the continent, country or culture.

It is the intention of this book to change negative attitudes and harmful practices. To raise awareness of child care issues in the hope that children will grow and flourish in a warm and secure environment.

All adults have the responsibility to safeguard all children and young people from harm.

A LITTLE BIT OF HISTORY FROM THE UNITED KINGDOM

In the UK we have child protection laws that go back to 1889. This act was introduced to prevent cruelty to children by their parents, no law existed before this time. Other childcare legislation followed but the most up to date Law is called The Children Act 1989. This act puts the child at the centre and says the child's needs are PARAMOUNT (other acts and amendments have come in since this time but this is still the main piece of legislation in England).

Children used to be viewed as the property of their parents and there were no laws to protect them. The view of the 'child' has changed and children are seen not as property of anyone but as individuals who should be treated with respect. In the UK there are also many agencies that try to help parents to try to resolve the problem and keep the family together. Sometimes this is not possible and children are removed and go for adoption.

There are also **Policies and Procedures** to be followed.

In the UK each school or nursery has to have Child Safeguarding Policies and Procedures. Those who intend to work with children, young people or vulnerable people have to have a criminal record check (CRB check) and if they're found to have committed an offence that makes them inappropriate to work with children or vulnerable adults, then they are barred from the job. You may be interested to know that our churches have a designated person who is the 'Child Protection Lead'. These changes have been implemented because children, young people and vulnerable people were not protected by organisations.

(The CRB has now been updated to a Disclosure and Barring Service (DBS). This is to help employers make safer recruitment decisions and prevent unsuitable persons from working with vulnerable groups including children.)

DIFFERENT CULTURES

Different countries have their own ways of organising their family structure and the way they bring up their children. This diversity of culture makes the world interesting. You might like to look at your culture and what is important to you. (There is not space in this handbook to explore these but this is something you might find interesting to do).

WORKING IN AN INSTITUTION - THE ROLE OF POWER

The majority of schools and other institutions are places with good values and practices. However this is not always the case and institutions can set their own rules, values and culture which become the norm and which may be harmful and damaging. Those with power and authority can misuse their status and take the organisations on a certain path. Those working or joining the organisation may accept the status quo and consequently bad practices continue and becomes institutional abuse.

Working in an institution (schools, hospitals, churches, governments etc) can bring many challenges. Strong leadership is essential to maintain good ethical values. It is the values of Beneficence 'to do good' and Nonmaleficence 'to do no harm' that need to be maintained. Working with these principles will foster good relationships with staff and children and bring harmony to the school.

Organisations need to be open and transparent and to have regular meetings where practices can be discussed and policies and procedures redefined to take account of the - '**Five Point Plan**'.

In the UK we have 'Whistle Blowing Procedures'. This is where someone who sees bad practice has a responsibility to bring this to the attention of the Management so this can change.

A CAUTIONARY WORD

Child Protection Training is an emotive issue and reading and discussing this information can be difficult and unsettling. You need to be aware of your own emotional and psychological health. If you feel you need to talk to someone then find a trusted friend. We have all been children and we all have memories, some good some not so good. We hope this book will enable you to talk about this difficult subject with colleagues and that you will be able to go on to have regular training in the area of Child Safeguarding.

The message from this work is really very simple 'look after our children, treat them well and keep them safe'.

The message from this work is really very simple 'look after our children, treat them well and keep them safe'.

Article 19 of the 'The United Nations Convention on the Rights of the Child' 1989 states -

PROTECTION FROM VIOLENCE

“Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.”

TASK

- You might like to reflect on your own value system and where you get your values from.
- How has your family, school, church, community, education, friends, etc influenced how you think and behave?
- Now think about how you view childhood and children.
- Do you see children as property of parents or do you see them as individuals in their own right?
- What is your view about punishment and do you think it is ever right to punish a child with corporal punishment?
- What was your own upbringing like and would you change anything?

Discuss with other teachers and compare and contrast.

DEFINITIONS OF CHILD ABUSE

Abuse is any act which individuals, institutions or processes do, (act of commission) or fail to do (act of omission) which directly or indirectly harms children or damages their prospects of safe and healthy development into adulthood.

There are many forms of child abuse including physical, emotional, sexual as well as neglect. Some cultures also have practices that are harmful to children.

A child or young person is someone who has not yet reached their 18th birthday.

WHAT IS PHYSICAL ABUSE?

Anything that causes physical harm to a child.

Hitting, slapping, pushing, thumping, shaking, beating, poisoning, burning and scalding, drowning, suffocation, or an adult who fabricates and induces illness in a child or young person.

POSSIBLE SIGNS OF PHYSICAL ABUSE

- Unexplained injuries or burns, particularly if they are recurrent.
- Broken bones.
- Cigarette burns.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries.
- Fear of parents being contacted.
- Arms and legs kept covered - even in hot weather.
- Fear of Medical help.
- The child may be withdrawn or aggressive.
- The child may cower when the perpetrator is present.

TASK

- A child in your class does not do as you ask, what would you do?
- A child who attends your school has arrived with a bruise on his arm and leg. How would you approach this?
- You have been told that a parent is disciplining a child and the child has become withdrawn. What do you do?
- What are the laws on child care in your country?
- Do you have any policies and procedures in your school to inform you?
- Who would you tell if you had a concern about a child?

Discuss these cases.

All adults have the responsibility to safeguard all children and young people from harm.

NEGLECT

Persistent failure to meet a child's basic and/or psychological and emotional needs, likely to result in the serious impairment of a child's health or development.

Neglect may occur during pregnancy as a result of maternal substance misuse.

Neglect has been described as the "most serious type of child maltreatment and least understood" Dubowitz, 1999.

Neglect is difficult to define because child rearing practices vary across cultures.

NEGLECT MAY INVOLVE:

- A parent or carer failing to provide adequate food, shelter and clothing.
- Failure to protect a child from physical harm or danger.
- Failure to ensure access to appropriate medical care or treatment.
- Unresponsiveness to a child's basic emotional needs.
- Children with disabilities can be neglected and not taken to school. Because of the stigma they are hidden away.

POSSIBLE SIGNS OF NEGLECT:

- Constant hunger.
- Poor personal hygiene.
- Dirty and poor state of clothing.
- Frequent lateness or non-attendance at school.
- Untreated injuries/medical problems.
- Parents have unrealistic expectations of children
- Secondary Poverty - not enough wages and not sufficient to spend on the children for food etc.
- Underachievement in education and training.
- Withdrawal - behaviour problems.

SOME CAUSES OF NEGLECT:

- Parents unwell physically or emotionally.
- Parent or parents have mental health problems.
- Parents who do not have the capacity to meet the child's needs.
- Parents take drugs or alcohol and cannot look after the children.
- Domestic Violence in the home - unstable and abusive relations in the parents' marriage.
- The impact of HIV/AIDS - children have no parents and live with relatives and are not welcome.
- Parents who have been neglected themselves as children do not have the emotional intelligence to care for themselves and their children.
- Some children are especially at risk of neglect-low birth weight, child separated from mother at birth - lack of bonding. Children who have disabilities, children under the age of one.
- Children who are abandoned.

EMOTIONAL ABUSE

All forms of abuse damage a child psychologically and emotionally. Emotional abuse is when a child or young person is not treated with respect and the person who is in a caring role with the child withdraws their affection (passive) or behaves in a way (active) to scare the child or young person. The child needs an environment where it is loved and can be nurtured. If the child is not cared for well enough the damage done to the child can be life long and can have a profound effect on the adult they become.

Examples of emotional abuse:

- Emotional ill-treatment - severe and persistent adverse effects on emotional development.
- Conveying to children/young people that they are worthless, unloved or inadequate.
- Conveying to children/young people that they are valued only insofar as they meet the needs of another person.
- Inappropriate expectations for their age or development.
- Causing children to feel frightened or in danger.
- Isolating the child. Failure to provide friends or mix with peers.
- Exploiting or corrupting the child or young person.



POSSIBLE SIGNS OF EMOTIONAL ABUSE:

- Over-reaction to mistakes.
- Develops a sudden speech disorder.
- Shows neurotic behaviour e.g. rocking, hair-twisting, thumb sucking.
- Self mutilation.
- Soiling or bed wetting.
- Signs of extremes of passivity or aggression.
- Substance abuse.
- Can affect the child's cognitive development and ability to learn.
- Depression and anxiety.
- Exposure to domestic violence.
- The child does not discriminate and wants affection from any adult.

CHILDREN WHO ARE AT RISK INCLUDE:

- Those who have lost their parents and are looked after by others (bonding and attachment problems).
- Children who were poor birth weight or difficult to feed.
- Children with disabilities.
- Children within the care system (children's homes).
- Abandoned children
- Children brought up in a family where there is marital discord (parents do not feel satisfied in their marriage, etc.).
- Illness within the home.

TASK

- When you are upset or distressed what gives you comfort?
- What do you understand by the concept 'Bonding and Attachment'?
- What can help a child if the child has to live with someone other than their own parents?

SEXUAL ABUSE

Sexual abuse takes away a child's innocence. It damages the child's self concept. It damages the child emotionally, psychologically and physically.

The damage can be long lasting.

DEFINITION

Forcing or enticing a child or young person to take part in sexual activities (that they may not be aware are sexual) which could include:

- Physical contact e.g. penetrative and non-penetrative acts.
- Involving children in looking at or producing Pornographic material.
- Watching sexual activities.
- Encouraging children to behave in sexually inappropriate ways.

POSSIBLE SIGNS OF SEXUAL ABUSE

- Vivid details of sexual activity.
- Compulsive self touching.
- Sexualised drawings.
- Sexualised play with explicit acts.
- Soreness in genitalia or bottom area.
- Promiscuous behavior
- Sexually Transmitted Diseases.
- Pregnancy.

HOW TO PROTECT CHILDREN AGAINST SEXUAL ABUSE

“Child sexual abuse remains unacceptably high in Uganda.”

(Research from Uganda Reproductive Health Bureau 2013)

Recognise that child sexual abuse exists.

- Adults who sexually abuse children are offenders.
- No one has the right to touch a child in a way that makes the child or young person uncomfortable.
- Listen and believe what children and young people tells you.
- The child or young person may need a safe place to be. Can you find them one?
- The child or young person will need to have medical care to help them in their physical and psychological recovery.
- The child or young person will need counselling and testing for sexual diseases including HIV/AIDS.
- The young person may be pregnant and need help and support - do you know the services available in your area?
- Report cases of sexual abuse to the Police and Probation Services.
- In your school develop child protection procedures.
- Find out if there is a Child Protection Committee in your area.
- Advocate for the protection and rights of the child.
- Discuss with parents, villagers, elders and raise awareness of this issue.
- Empower children by telling them their body is their body and is not to be touched by anyone.
- Find out where to go in your area for health and counselling and have the information readily to hand.
- If no services exist near to where you are - think ahead and find someone who is able to be empathetic and who could counsel the person.
- Employ a nurse or someone with knowledge of child protection and sexual abuse of children and invite them into your school to educate the teachers and related professionals.
- Do not ignore or deny this subject.
- Share information between Professionals.

FINANCIAL ABUSE

Examples of financial abuse:

- Depriving a child or young person of their money or possessions or any entitlement they have to income.
- Depriving a child or young person of their life chances and life choices.
- Depriving a child or young person the opportunity for education/training/employment opportunities.
- A young person being bullied to hand over money or possessions because they are afraid.

POSSIBLE SIGNS OF FINANCIAL ABUSE:

- The child has no money for essentials at school.
- The child has poor clothing - may be bullied by peers.
- The child may become afraid, withdrawn and anxious.

CYBER ABUSE

The world wide web (www) has opened up opportunities for communication with people all over the world. Many of these communications are both positive and productive. However, the www also has another side which can be harmful to individuals and an awareness of cyber abuse and the negative effects of the internet has to be recognised and dealt with.

Children and Young People can be befriended by unknown individuals (often an adult pretending to be the same age as the child or young person). Once they have gained the trust the perpetrator will befriend and then groom the child or young person taking the confidence away from their victim with harmful consequences. Children and young people need to be made aware not to engage with unknown people on the internet and to report any worrying communications to a trusted adult.

Children and young people can also be bullied and intimidated on the internet and by mobile telephones by someone -

- Sending threatening or discomfoting text messages to a mobile phone.
- Making silent, hoax or abusive calls to a mobile phone.
- Making or sharing embarrassing images or videos via phones or websites.
- Stealing on-line identity.
- Sending someone sexts (sexual text) that try to pressure them into sexual acts.
- Children, young people and adults need to be alert to this form of abuse and know this is unacceptable.

HOW CAN WE PROTECT OUR CHILDREN AND YOUNG PEOPLE FROM CYBER ABUSE?

We can safeguard our children and young people by -

- Discussing the dangers of cyber abuse.
- Discussing what is and what is not acceptable communication.
- Checking what our children and young people are doing on the computer.
- Putting parental safeguards on the computers.
- Pressuring internet providers to provide filter systems to prevent harmful material and messages from predators.



CULTURAL ABUSE

Examples of cultural abuse -

- Victims of Child Exploitation
- Child Trafficking
- Child Soldiers
- Child Labour
- Children displaced through conflict
- Girls married before the minimum age (many girls married before the age of 15)
- Street Children
- Child Sacrifice
- Children given 'cures' by Medicine men that inflict burns and scars
- Genital Mutilation
- HIV/AIDS - (there are many myths about this)
- Poverty
- Children abandoned
- Lack of Education
- Inherent views about a child's place in society
- Children with disabilities - discrimination within the family and society

CAUSES OF CULTURAL ABUSE

Child care problems can be analysed from different levels:

(a) Structural-political, economic, i.e. the laws, the political philosophy, the county's infrastructure.

(b) Social - the social context/cultural/family/schools/religion/tribal.

(c) Personal/individual level - personal value system.

TASK

Go to the list under Cultural Abuse and write down what you consider would go under **Structural**, what would go under **Social**, and what would go under **Individual**.

Now discuss this with your fellow teachers.

TASK

Where do you get your personal value system from?

Write your answer down and then discuss with your fellow teachers and see if there are differences or a consensus view.

TASK

What do you think can be done to change Structural and Social processes to help bring positive change for children and young people?

Now discuss this with your fellow teachers.

CHILDREN WITH SPECIAL NEEDS AND DISABILITIES

The child or young person may not be valued in their society or family and seen as a physical, emotional and financial burden.

The Parents may not see school as being important and the child is not taken to school.

The parents may be ashamed of their child who has a disability or a special need and may isolate them and keep them hidden away in the home.

The child because of their special need is vulnerable to all types of abuse and because of their 'special need' may not understand or be able to articulate and tell anyone.

OBSTACLES TO PROTECTING CHILDREN WITH DISABILITIES

- Physical difficulties in communicating and learning disabilities.
- Lack of access to communication assistance.
- Reluctance by adults and professionals to believe children who have a disability are abused. They may seem less credible.
- Physical signs of abuse may be regarded as related to impairment.
- Children with a special need may not have a safe place to discuss and disclose how they are being treated.
- Unwillingness of teachers/carers/friends/villagers to challenge the way they are being treated.

WHAT NEEDS TO BE DONE?

- Many disabilities are preventable and with political will and economic change many childhood illnesses can be eradicated.
- Care for expectant mothers including a healthy diet will maximise their chances of having a healthy baby. Good maternity care and post natal services also set the scene for a healthy relationship between mother and baby.
- Policies to improve the health and safety of the population to include Malaria Prevention strategies, health and safety programmes, clean water systems, good sanitation and food programmes to protect the most vulnerable.
- Policies to provide remedial operations regarding physical disabilities. Help for parents who can become overwhelmed with the needs of their child.
- More schools are required to cater for the needs of children with a disability or a special need. Teachers need specialist training in Special Needs education.
- Outreach Programmes which takes learning to the most vulnerable, or a bus that will bring the children into school.
- Development of special resources for children who are severely disabled. e.g. Sensory Room, Parent and child sessions. Programmes to give parents and families emotional and psychological support - e.g. Counselling sessions, Family Therapy, Workshops - play therapy, music therapy, drama therapy etc.

There needs to be political changes to reinforce the value of all children including those with special needs and disabilities recognising the value of social integration and inclusion.

TASK

- Can you add to the list above and what would you do if you were a politician to improve the lives of children and their families?

CASE STUDY 1

Robert is aged 11.

His father died two years ago of AIDS. His mother has recently died of Malaria. He has two younger brothers aged 9 and 8.

They have gone to live with their grandmother who is not in good health and is poor.

Robert has started to work on a tea plantation to earn money to help feed his brothers and to help pay for their school fees.

TASK

Discuss -

- What could have been done to help Robert and his family before he lost both his parents?.
- What can be done for Robert's situation now?
- Is it right that an 11 year old is working and missing education?
- Is Robert entitled to education and if so who pays for this?
- Are there any agencies that can help Robert and his brothers?
- What can you do in a situation like this?
- Consider the role of the state in education and protecting people against HIV/AIDS, what medications and treatments are available in your country?
- What is being done about Malaria Prevention from a political and government level? What is being done at the local level e.g. (Impregnated treated Mosquito nets and education). Who pays for these? Research in this area - who is responsible?
- Are there laws to protect children from working? What are these and where are they written down? (Statute).
- This case is bound up with healthcare needs, poverty and vulnerable children which places them at risk. Could you discuss with a nurse or bring to the attention of the Village Elder?
- What infrastructure is there around in your country to help a child like Robert?

CASE STUDY 2

Beatrice is 13 years old and confides in you as her school teacher that an 18 year old boy is forcing her to do sexual acts that she does not like and she is afraid.

TASK

Discuss -

- What is the role of her parents in this case? Do you feel the parents need education to safeguard Beatrice?
- How would you keep her safe from further harm?
- Who would you tell? (Head-teacher, nurse, Probation Service, and Police?)
- Do you have Child Protection Procedures to find out what you are expected to do?
- What would you do about the perpetrator? (the 18 year old man)
- Do you think Beatrice needs to go to the Medical Centre? (She could have a sexually transmitted disease or she could be pregnant).
- What effect do you think this could have had on Beatrice's physical wellbeing, emotional wellbeing and psychological wellbeing?
- Do you think Beatrice could be helped by counselling?
- What do you think could be done to stop this happening again to Beatrice and to other young people?

In all cases of child abuse there is an abuse of power. The adult is the person who is responsible not the child or young person.

(You may find the United Nations Convention on the Rights of the Child helpful to know
- see the addendum)

THE CONSEQUENCES OF CHILD ABUSE

- Damages the child emotionally, psychologically, intellectually, physically and spiritually.
- The child or young person will have problems trusting people.
- Feelings of lack of self- worth. This damages the developing Ego (sense of self).
- Fearful of perpetrator and other adults.
- The child or young person may self harm or try to take their own life.
- Depression or anxiety may persist throughout life.
- Young people may use drugs or alcohol as a coping mechanism.
- The emerging adult may experience mental health problems in adult life.
- Problems in forming mature relationships with partner/spouse.
- Modelling behaviour - the abused child may grow up to be an abusive parent - the cycle of abuse.
- Child abuse damages the very fabric of society and has economic, political and social consequences.

(See Article 19 and 28, UNC rights of the child)

RISK ASSESSMENT

When doing a **Risk Assessment**, we are trying to objectively identify the risk the child or young person is subjected to, and we are trying to prevent the child remaining at risk. The ultimate aim is to put into place protection to keep the child or young person safe.

Risk can be assessed and managed.

A Risk Assessment is -

- Identifying what the risk is.
- How likely is the harm to the child or young person?
- Who is at risk? Identify the child or young person.
- Identify the time-frame. How long has the child or young person been at risk?
- How severe is the harm to the child or young person?
- Who is the perpetrator of the risk and does this person need to be removed?
- Are there other children in the same situation and do we need to act to protect them?
- Is the perpetrator the person who has responsibility for them i.e. parent?

Once the risk has been identified we need to take action.

- What action do I need to take?
- Is the child or young person at imminent risk and do I need to act immediately?
- Who do I need to tell? Do the parents need to be informed?
- Do we need to tell the Head Teacher, Child Protection Lead (if the school has one), Police and Probation Service, and do they need to act immediately to prevent serious harm?
- Does the child or young person need to go somewhere safe? Who coordinates this and takes the child to a place of safety?
- Do we need to have a Management Plan to manage the risk to the child or young person?
- Do we need to monitor the situation and find out other information to give a clearer picture?
- Do we need to identify someone who the child or young person can speak to and confide in if their situation continues to place them at risk of abuse?

CASE STUDY 3

Joseph aged 7 is in the dormitory of the school, he is a boarder. You are walking past the dormitory and you hear him crying. One of the teachers has smacked him hard on his legs and left a red mark.

What would you do about this situation?

TASK

Discuss -

1. Do you consider Joseph to be in immediate risk of abuse?
2. Do you feel he should be removed from this situation?
3. Who would you tell at the school?
4. How would you inform the parents?
5. Would you inform the statutory bodies?
6. What would happen to the perpetrator of the abuse (the teacher).

TASK

Look at the information on Risk Assessment above and use this as a basis of finding out more about this situation and level of risk this child is currently experiencing, and then work out a Protection Plan for Joseph.

TASK

Do you have Child Protection Policies at your school and do you have training so you know what to do if confronted by this situation?

Do you know the laws of your country regarding Child Protection?

Do you need more training in this important area?

Find out the policies that already exist if you cannot find any then write your own for your school to follow.

You will find information from Child-Hope helpful in developing policies. They say...

“ A policy provides a framework of principles, standards and guidelines on which to base individual and organisational practice in relation to areas such as... **”**

They then go on to list the following areas:

- Creating a 'child safe' and 'child friendly' organisation (in relation to environmental safety as well as protection against physical, psychological and sexual abuse).
- Prevention of abuse.
- Personnel recruitment and training.
- Robust management systems.
- Guidelines for appropriate and inappropriate behaviour / attitude.
- Guidelines for communications regarding children.
- Recognising, reporting and reacting to allegations of abuse.
- Ramifications of misconduct for those failing to follow the policy.

TECHNIQUES TO AID UNDERSTANDING

Children can find it difficult to say what is troubling them. Often they do not know how to put into words their worries. It may be by using '**Puppets**' they can feel more comfortable saying what their worries are.

You could have one puppet that you hold on your hand to enable you to relate to the child, or you could have different puppets to represent the different people in the child's life.

You could make paper puppets or have cloth ones.

Below you will see some designs that will help you to make them. Be imaginative and use different materials (pens, paper, cloth, coloured cards etc).

CASE STUDY 4

Gaynor is aged 5 years and she is behaving badly in the classroom. She will not stop talking and is running around and making it difficult for the other children in class to concentrate. The teacher has asked you to speak to Gaynor to try to find out what is happening and what can be done to improve her behaviour. Gaynor lives with her parents and four sisters and two brothers. Her parents have given their permission for you to do this 'direct' work with Gaynor.

You meet Gaynor but she will not settle to talk to you and she is very distracted. You use a puppet to gain her attention and start to talk to Gaynor via the puppet. You show Gaynor the 'Happy' face and the 'Sad' face and Gaynor tells you she feel like the sad face. You start to build up a rapport and when you feel you have her trust you can ask 'what makes you feel sad?'. As your work continues Gaynor is able to tell you one of her siblings is hurting her.

Using the puppets as a medium can enable a child to 'talk' about their worries and problems and bring them out into the open so solutions can be found.

THE WORRY BOARD

Some children may feel better if they can share their worries with the teacher in a classroom situation and discover their own worries are the same as their class friends. The teacher will need to be alert to any disclosures that could upset other members of the class.

The **Worry Board** is really self explanatory. The teacher will gently ask the children if they have any worries that need to go on the board. One child may say he is worried about having to do so much school work. One child may say they worry about maths, another that they are not clever and another that they feel hungry and another that their father shouts at their mother.

This will enable the child to share their worries and the teacher will be able to reassure the child and do something to help resolve the worry. If the problem needs some action then the teacher may need to discuss the child's 'worry' with the head teacher and take appropriate action.

The 'Worry Board' could be a 'Worry Tree' where a tree is drawn or you could use cardboard. The child or young person will write down their worry and pin it on the 'Worry Tree'.

Another way this could be used is to have an ongoing 'Worry Board'. This is at the back of the classroom and a child will write on the board their worry when they have one. This is more discreet but again gives the child or young person a medium to make their thoughts and feelings explicit.

You may have a better idea about how to use this concept.



MORE TASKS/TECHNIQUES TO AID UNDERSTANDING...

If you are teachers using this booklet then you may like to try these exercises.

TASK

- Break into groups of 4 people. (if there are 20 you will have 5 groups - if less, divide as appropriate.)
- Each person will need two small pieces of coloured card each.
- Now discuss in your group for 10 minutes -

What do young children need to thrive?

- After the discussion - each person should write on their card (one thing on each card) what they feel is important for a child to thrive.
- Join back together with the other groups to form a large group again, and each person should put their cards on the floor. (There may be similar things written or some surprises).
- Now discuss the contributions.

BUILDING A SOLID WALL

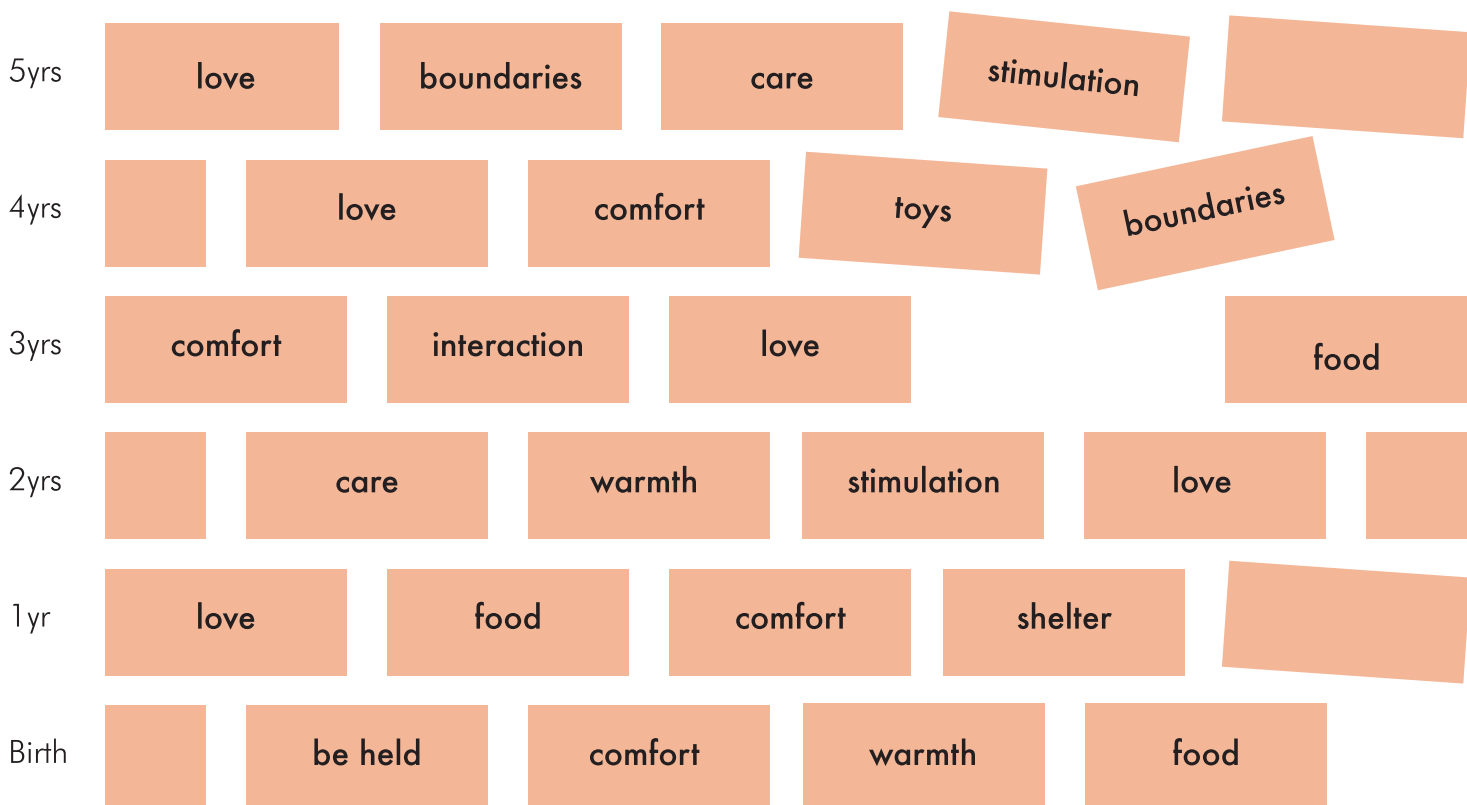
Have coloured cards (if you have no cards have small pieces of paper that represent bricks).

On the cards have written -

Food, Shelter, Warmth, Familiarity, Love, Consistency, Care, Tactile (touch), Stimulation, Play Material, Interaction, Boundaries, Comfort. (you can think of others).

Now ask the group what they think a child needs up to the age of one.

Build a wall with the bricks from the age of 1 to 5. (see below)



The idea is to have a wall of bricks that is solid and to demonstrate that if there are solid foundations the child will grow and develop and will be strong physically, emotionally, socially and psychologically.

Then move some of the cards from the wall and you will see that it is not strong but that it could fall down.

This is to demonstrate that if a child's needs are not met then the child would be at risk. For example:

If the child is not fed a well balanced meal the child could be physically weak.

If the child is not emotionally cared for the child may have emotionally problems.

If the child is not stimulated the child may have intellectual problems.

If the child is not well cared for the child may have psychological problems.

Another Analogy -

Think of a plant and how the plant needs to be nurtured with compost, light, sun, air, water to thrive and become a strong plant. The same could be said of a child. The group may have other examples.

There are many child care theories that discuss child development, family interaction, education/play and you will be familiar with many from your teacher training.

The important message from the above is that children need care, attention, love and consistency so they can develop and grow into secure, mature and healthy adults.

MORE TASKS TO AID UNDERSTANDING...

LIFE STORY BOOK WORK

A life story book is a narrative to help a child or young person make sense of their life and is a way of connecting the past to the present and the future.

A Life Story Book is a 'concept' that can be modified to meet each child or young person's needs.

A Life Story Book gives a framework to enable the child or young person to talk with someone who will help them find out what has happened to them and help them to write their story with the use of pictures and drawings to piece together their heritage. By doing this the child or young person can begin to understand what has happened to them and why things happened in the way they did. Working through this process will enable the child or young person to come to terms with their life history. It will bring up strong feelings that have to be acknowledged and worked through by the child or young person in an atmosphere of trust and empathy.

The process of writing the Life Story Book will enable the child or young person to emotionally and psychologically come to terms with their past and free them to move onto a more positive future.

A Life Story Book needs to be done in an ethical and non-judgemental way. The sessions need to be planned and the worker needs to be aware of the conflicts within confidentiality when working with a child or young person who may not have the full capacity to make decisions in their own best interest.

The worker needs to consider who to share information with and to be open and honest with the child or young person. The issue of the child or young person's safety and that of others also needs to be considered if they disclose worrying information.

This is where knowledge of policy and procedures including Risk Assessments are required, otherwise workers are working in a vacuum. Workers also need to be aware of the impact of this work on themselves and they need to have someone they can talk to in a confidential setting.

To illustrate how a Life Story Book can be used:

Jody is age 9 and is having outbursts of anger and crying.

She is obviously not happy but you do not know why and she cannot tell you. You are trying to help her to understand her feelings and deal with them in a more positive way.

You decide to help Jody by working on a Life Story Book. Jody lives with relatives because her parents have died. She is an only child.



What to do:

You start at the beginning and ask Jody to draw who was in her family when she was a baby. She draws her mother but does not mention her father. She draws herself and you ask her if she is happy or sad. She tells you she feels sad because she misses her mother. You can then gently ask her how she feels and she can bring out her feelings of sadness and unhappiness. As you work through the Life Story Book with Jody you are able to help her to look at what has happened in her life and make links to her feelings. You realise she is grieving for her mother and has repressed all the memories of her father.

It will take a number of sessions with Jody until she is able to articulate how she feels. At the end of the sessions you will have a book that she has written, with drawings and pictures that help her to express her emotions and thoughts. This will help Jody to work through her grief and anger and be more able to handle difficult situations in her life.

The actual sessions this will take with the child or young person will be determined by them. It may take a number of sessions to build up trust before the actual work begins.

UGANDAN LAW

There are many laws to protect children and promote the rights of the child. In 1990, Uganda ratified the Convention on the Rights of the Child (CRC).

Uganda then passed the Children Act and a number of related laws. Many people however, remain ignorant of these laws.

THE CONSTITUTION OF THE REPUBLIC OF UGANDA 1995

- All government bodies and all people are required to respect and, uphold and promote all rights and freedoms.
- Equality before the law and equal protection by the state .
- Non-discrimination on any ground.
- The rights to life, personal liberty, privacy and a fair hearing.
- Protection from inhuman and or degrading treatment.

(Article 34) Gives specific rights to the child to -

- Be known and be cared for by their parents or other people.
- The right to basic education.
- The right to medical treatment.
- Protection from exploitation.
- Below the age of 16 - must not be employed if harmful to their health or interferes with their education.
- A child offender shall not be detained with adults.
- Orphans and other vulnerable children must be protected by law.

The Guiding Principle of the Act - the wellbeing of the child is the guiding principle in making decisions concerning the child.

DUTIES AND RESPONSIBILITIES

The community has a duty to report any abuse of rights or neglect to the Local Government Council. A decision would then be made on the 'Best Interest' of the Child.

Probation, Social Welfare Officer and the Police can intervene for the protection and welfare of the child.

A child can be removed under an Emergency Protection Order to a place of safety.

TASK

1. Find out the other laws that are relevant and important to children.
i.e. the laws on education, health, children with disabilities, domestic violence and others.
2. If you are using this information and you are from another African Country, find out the laws of your state.
3. Draw a diagram that illustrates who has responsibility in your area for Child Protection.
4. Read the Convention on the Rights of the Child.
5. If you have no protocols and procedures in your school, find out how to obtain these. If there are no policies and procedures available to you then discuss with your colleagues and write some.

(Reference UNICEF National Laws and Policies on Children)

THE FIVE POINT PLAN

1. We need to protect our children from harm.
2. We need to treat all our children with respect and dignity.
3. Children need boundaries set with love and care.
4. Our children are our future and deserving of the very best.
5. We need to LISTEN to children and young people, and HEAR what they say.

Any concerns about any protection matter - tell a trusted person or your designated Child Protection Person.



If we follow our Five Point Plan then together we can make the world a better place for all our children.

LET US RECAP AND MAKE THINGS BETTER BY...

- Safer Recruitment and selection of our teachers and those who work with children.
- Induction/training/supervision of our teachers and those who work with our children.
- Safer Practice and 'Whistle Blowing' If you think something is wrong and you are concerned - do not be passive and collude. **Tell someone.**
- Management of allegations.
- Policies and Procedures.
- On going training of all staff.

WHAT CAN WE DO NOW?

- We can become more aware of child protection issues.
- We can appoint a Child Protection Lead at our school.
- We can send the dedicated person on appropriate training.
- We can work on policies and procedures for our school.
- We can inform ourselves of the laws of our country about child protection.
- We can invite someone from Child-Hope to visit our school and provide training on this important issue.
- We can do some research into this area. Find out what is happening in our homes, schools, communities.
- We can give support and help when things are not right and educate ourselves and others.
- We can come together to discuss child rearing practices and change harmful practices, attitudes and behaviour.
- We can challenge anyone who we feel is not safeguarding a child or young person.
- We can question "Cures" for children by the Medicine Men that inflict harm in the name of medicine.
- We can discuss our findings with our Village Elders and Community Leaders.
- We can devise strategies to put into place to help parents who are struggling and children who are at risk.
- We can show by example the values we have of kindness, tolerance and sensitivity.
- We can follow the principles laid down in the United Nations Convention on the Rights of the Child.

INFORMATION FOR CHILDREN ABOUT KEEPING SAFE

1. If you are worried about anything then tell your parents. They can usually give you help and support.
2. If there is a problem at home and you cannot tell your parents, then find a trusted adult, perhaps your teacher, and tell them what is happening to you.
3. If you are sad at school and need to sort out a problem then tell a trusted teacher or nurse, or tell your parents or grandparents.
4. No one should shout at you or hurt you in any way. If you are being treated in a way that injures or humiliates you then this is not right and this should stop. Tell someone.
5. Your body is your body and no one should ever touch you or do anything that makes you feel uncomfortable or sad.
6. You are very important and you should always be treated with respect and dignity.
7. Never take gifts from strangers or go anywhere with strangers.
8. You should also show kindness and support to those in your school and in your village.
9. Always treat your parents, teachers and friends with respect and kindness.

ADDENDUM

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD - (abbreviated version)

1989 - World Leaders recognise the human rights of children and young people under the age of 18 and countries signed the United Nations Convention on the Rights of the Child.

The United Nations has proclaimed that childhood is entitled to special care and assistance.

The Convention on the rights of the child A child is someone under the age of 18 unless the law of the country in which the child lives sets it younger.

Applies to all children regardless of race, religion or abilities or what ever type of family they come from, whether they are rich or poor and whichever culture they belong to. Children, whether a boy or a girl should not be treated unfairly.

All adults should do what is best for children. This applies to policy makers

Governments have a responsibility to make sure children's rights are respected.

Governments must help families to protect children's rights and create an environment where children can reach their potential.

Governments should respect the rights and responsibilities of families to direct and guide their children.

Children have the right to live.

All children have the right to a legally registered name and to belong to a country.

Children have the right to an identity - an official record of who they are.

Children have the right to live with their parents unless this is harmful.

Children have the right to stay with a parent/s who live in another country.

Children's views should be taken into account when adults are making decisions that affect them. This does not mean that children have authority over adults but they can express an opinion.

Children have the right to get and share information as long as it is not damaging to them or others.

Children have the right to practice their religion and examine their beliefs.

Children have the right to meet others and join groups. Children also have the right and responsibility to respect others.

Children have the right to access information important to their health and well-being.

Both parents share responsibility for bringing up their children.

Article 19 Protection From Violence - Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents or anyone else who looks after them.

Children who cannot be looked after by their family have a right to be looked after properly with respect to their ethnic group, religion, culture and language.

Article 23 Children with Disabilities - Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

Article 24 - Children have the right to good quality health care. Safe drinking water, nutritious food, a clean and safe environment and information to help them stay healthy.

Children who are looked after by Local Authorities have the right to a regular review of the arrangements.

Children have the right to a standard of living that is enough to meet their physical and mental needs.

Children who are adopted have the right to care and protection.

Refugee Children - Children have the right to special protection and help if they have to leave their home and live in another country.

Article 28 Right To Education - All children have the right to a primary education which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect.

The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Education should develop a child's personality and encourage them to respect the rights of others.

Article 35 Abduction and Trafficking - The government should take all measures possible to make sure that children are not abducted, sold or trafficked.

Children should be protected from any activity that takes advantage of them or could harm their welfare or development.

Article 36 - Children should be protected from any activity that takes advantage of them or could harm their welfare or development.

Article 37 - No one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be in prison with adults and should keep in contact with their families.

Article 38 War and Armed Conflicts - Governments must do everything they can to protect and care for children affected by war. Children under 18 should not be forced or recruited to take part in a war or join the armed forces.

Article 39 - Children who have been neglected, abused or exploited should receive special help to physically and mentally recover and reintegrate in society.

Children who break the law have the right to legal and fair treatment in the justice system.

(Unicef)

REFERENCES

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The Responsiveness of Uganda's Public Health System to the Needs of Child Survivors of Sexual Abuse (October 2012) URHB

UNICEF, Articles on the Rights of the Child.

Child-Hope is an organisation that gives training to teachers, and you will find their website helpful to develop policies and procedures.

Please see their Toolkit which you can download -

www.childhope.org.uk

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We hope the Handbook for Teachers and the accompanying Children's book will be of value to Teachers and Parents.

If you would like to know more about the work of the charity then please see the website - www.helpingugandaschools.org.

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PROTECTING THE CHILDREN OF AFRICA

An illustrated handbook full of information, techniques and guidance. The intention is to enable those teaching or bringing up children to gain knowledge, insight and awareness of childcare issues.



All adults have the responsibility to safeguard all children and young people from harm.

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