

P5 – FAIR TREATMENT

OBJECTIVES ON ABUSE

- To provide a basic understanding of what constitutes child abuse and other types of abuse
- To educate about abuse prevention
- How to respond to abuse when it occurs
- To develop and understand the signs and symptoms of child abuse

TYPES OF CHILD ABUSE & NEGLECT

CATEGORIES OF ABUSE & DEFINATIONS

1. Physical Abuse –
 - a. the non-accidental physical injury of a child
 - b. injuries causing death, permanent disfigurement, significant bleeding, deep bruising, significant internal or external swelling, fractures, unconsciousness, prolonged withholding of food
2. Sexual Abuse – anything done with a child for the sexual gratification of an adult or older child
3. Emotional Abuse – a pattern of behavior that impairs a child's emotional development or sense of self worth
4. Neglect – Act of omission or commission which results in minimal sufficient standards of care of minors not being met
 - a. Basic needs include
 - i. Adequate food
 - ii. Clothing
 - iii. Healthcare
 - iv. Supervision
 - v. Protection
 - vi. Education
 - vii. Nurturance
 - viii. Love
 - ix. And a home
 - b. Forms of neglect
 - i. Withholding food/water
 - ii. Severe malnutrition
 - iii. Failure to provide medical treatment resulting in illness or death
 - iv. Exposure to second hand smoke
 - v. Inadequate treatment of HIV/AIDS
 - vi. Not using car seats/belts
 - vii. Access to a gun
 - viii. Exposure to domestic violence
 - ix. Unsupervised internet access
5. Child abuse – when a child is suffering or is likely to suffer significant harm as a result of someone inflicting harm or failing to act to prevent harm
6. Exposure to pesticides
7. Exposure to alcohol
8. Exploitation through child labour
9. Lack of access to educational facilities

- 10. Lack of access to basic health services (Children suffer from preventable diseases/lack of immunization)
- 11. Poverty (malnutrition, access to shelter and clothing, homelessness)
- 12. Lack of access to amenities (sporting facilities, libraries)

DEFINATION OF CHILD ABUSE

- When a parent or other caregiver creates or inflicts, threatens or allows, a physical or mental injury by other than accidental means, or creates a substantial risk of death, disfigurement or impairment of bodily or mental functions
- When a parent or other caregiver commits or allows sexual exploitation of a child
- Any physical injury, sexual abuse, or emotional abuse inflicted on a child other than by accidental means by those responsible for the child's care, custody and control except that discipline including spanking, administered in a reasonable manner shall not be construed to be abuse

CHILDREN THAT ARE MORE VULNERABLE TO ABUSE

- An unwanted child
- Gender
- Age
- Difficult temperament
- A child that reminds the parent or someone they do not like
- A child that is different/Handicapped
- A crying, irritable child
- A hyperactive child
- Disabilities
- Behavioral difficulties
- Chronic illness
- Children with special needs are particularly vulnerable to abuse
- A low birth-weight child
- Children on farms are the most vulnerable persons
- Their extreme vulnerability and marginalization exposes them to a great number of social ills and health risks that place them at a great developmental disadvantage
- Child abuse knows no boundaries. It happens in every class, race, ethnic group, educational, and economic group. No family is immune.

WHAT CAUSES PARENTS/ADULTS TO BE ABUSIVE

- Abused as a child/ History of Abuse
- Single parent
- Spouse is gone much of the time
- Divorce
- Alcohol or other drugs.
- Low self-esteem
- Isolation
- Husband uninvolved and critical
- Emotional immaturity
- Postpartum depression
- Anger difficulties
- Poor impulse control
- Psychiatric disorders
- Substance abuse
- Social isolation
- Personal distress
- Unrealistic expectations
- Negative view of child
- Parent chronic illness
- Poor parenting skills
- Male
- Young age
- Unrealistic expectations
- Stress of unemployment
- Financial stress
- Other stresses of any kind.
- Mental illness
- Single-parent families
- Blended families
- Poverty
- Domestic violence
- Family crises
- Chaos/instability

- Housing problems
- Social isolation
- Family size (neglect)

TYPES OF ABUSE

1. **PHYSICAL ABUSE – WOMEN** - Woman abused by fiancé, spouse or boyfriend, under the influence of alcohol
2. **PHYSICAL ABUSE – CHILDREN** - Child abuse due to stressed adults/ adults under the influence of alcohol
3. **BOND** - Some farm owners sell alcohol on credit, promoting a cycle of debt for farm workers , who return a percentage of their wages to their employers as payment for alcohol

CONTRIBUTING FACTORS TO CHILD ABUSE

- Drug and alcohol abuse
- Stress
- “Learned behaviors” - many abusers are, themselves, victims of child abuse
- Lack of support network
- Domestic violence

SIGNS, SYMPTOMS AND INDICATORS OF CHILD ABUSE

- Bruises
- Scratches
- Burns
- Hematomas
- Bone fracture
- Discomfort
- Pain
- Welts
- Bite marks
- Tattoos
- Lacerations/abrasions
- Head injuries
- Anger/irritability
- Increase in crying, difficult to comfort
- Symptoms of depression/anxiety
- Sudden changes in behavior
- Sudden changes in sleep/appetite
- Sudden changes in school performance
- Self-destructive behaviors
- Difficulty concentrating/attending
- Sudden change in activity level
- Developmental delays
- Regression (e.g., toileting)
- Extreme behaviors (passive-violent)
- Withdrawal, apathy, passivity
- Running away
- Increased separation difficulties
- New fears
- Consistent reluctance to leave with caretaker
- Trauma themes in play, art, conversation
-

BEHAVIOR INDICATORS OF ABUSE

- No eye contact
- Suicide attempts
- Running away
- Aggressiveness
- Wary of parents
- Dramatic mood changes
- Fear of touch
- Withdrawn

SIGNS OF ORAL TRAUMA IN ABUSE

- Avulsed teeth
- Non-vital teeth
- Lip lacerations
- Tongue injuries
- Frenum injuries
- Jaw fractures

IDENTIFICATION OF DENTAL NEGLECT

- Willful failure of a parent or guardian to seek and follow with treatment necessary to ensure a level of oral health essential for adequate function and freedom from pain and infection
- Untreated, rampant caries
- Untreated pain, infection, bleeding or trauma
- Lack of continuity of care once informed that above conditions exist

WARNING SIGNS OF ABUSE

- Repeated injuries (multiple bruises)
- Inappropriate behavior
- Neglected appearance
- Strict, super-critical parents
- Extremely isolated families

HARRASSMENT - TYPES OF HARRASSMENT

- Verbal
- Workplace
- School
- Same sex (gossip)

NEGLECT

- the failure of a parent/guardian/other caregiver to provide for a child's basic needs. This can also include failure to protect them from a known risk/harm/danger.
- Failing to provide care necessary for a child's health
- abandonment
- failure of parents or caretakers to provide needed, age appropriate care including food, clothing, shelter, protection from harm, and supervision appropriate to the child's development, hygiene, and medical care.
- Failure to provide, by those responsible for the care, custody, and control of the child, the proper or necessary support, education as required by law, nutrition or medical, surgical, or any other care necessary for the child's well-being.

PHYSICAL INDICATORS OF NEGLECT:

- constant hunger
- poor hygiene
- excessive sleepiness
- lack of appropriate supervision
- unattended physical problems or medical needs
- abandonment
- inappropriate clothing for weather conditions.

BEHAVIORAL INDICATORS OF NEGLECT:

- begging or stealing food,
- frequent sleepiness
- lack of appropriate supervision
- unattended physical problem or medical needs
- abandonment
- inappropriate clothing for weather conditions
- Frequent absences from school
- Begg, steals, hoards food/money/small items
- Lacks needed medical, visual or dental care
- Consistently dirty, poor hygiene
- Insufficient or ragged clothing
- Child abuses alcohol or other drugs
- Malnourished, thin, constant hunger; dehydration
- Tired, falls asleep (other than nap) during day
- Child anticipates being left unattended (e.g., in car)
- Small for age - FTT
- Chaotic home environment
- Serious caregiver problems
- Lack of supervision
- Chronic ailments
- Child disclosure

EXAMPLES OF PHYSICAL NEGLECT

- Refusal/delay in medical attention and care
- Abandonment
- Expulsion from home without adequate care
- Inadequate supervision
- Failure to provide for basic needs of child (e.g., food, clothing, shelter, hygiene)
- Failure to thrive (FTT)

EMOTIONAL & EDUCATIONAL NEGLECT

- Refusal/delay of needed psychological care
- Failure to enroll; permitted chronic truancy
- Failure to access special education services
- Permitting criminal behavior
- Allowing child to abuse drugs/alcohol
- Exposure to domestic violence
- Inadequate nurturance or affection

IMPACTS OF NEGLECT

- Cognitive/academic deficits
- Language deficits
- Developmental delays
- Social withdrawal
- Decreased moral development
- Stealing, lying, hoarding
- Insecure or disorganized attachment
- Emotional volatility
- Retarded physical growth
- Death

EMOTIONAL ABUSE

- parental behavior, such as rejecting, terrorizing, berating, ignoring, or isolating a child, that causes, or is likely to cause, serious impairment of the physical, social, mental, or emotional capacities of the child

EXAMPLES OF EMOTIONAL ABUSE

- Verbal abuse (e.g., demeaning, ridiculing, name-calling)
- Substance/alcohol abuse of caregiver
- Corruption, exploitation, brainwashing
- Threats
- Extreme rejection
- Cruel punishments

PHYSICAL INDICATORS OF EMOTIONAL ABUSE:

- speech disorders
- lags in physical development
- failure to thrive
- Child very fearful of being punished
- School absence or non-enrollment
- Chaotic home environment (frequent moves)
- Serious caregiver problems
- Caregiver misses important child appointments
- Caregiver disinterested in or unresponsive to child
- Unusual, harsh, demeaning punishments of child
- Abusive themes in play/art/conversation
- Child disclosure

BEHAVIORAL INDICATORS OF EMOTIONAL ABUSE:

- habit disorders (sucking, biting, rocking)
- conduct disorders (withdrawal, destructiveness, cruelty)
- sleep disorders or inhibition of play
- behavior extremes (aggressive or passive)

IMPACT OF EMOTIONAL ABUSE

- Extreme behaviors
- Developmental delays
- Overly compliant
- Self-critical
- Flat, negative affect
- Passive, dependent
- Self-destructive behaviors
- Antisocial/violent behaviors
- Indiscriminately friendly
- Poor social skills
- Pseudomature behavior
- Attachment disorders

PREDICTORS OF TRAUMA EFFECTS

- Low IQ
- Female
- Younger age
- Passive coping
- Limited support
- Unsupportive caregiver
- Severity/chronicity of abuse
- High abuse-related stress
- Relationship to abuser
- Use of threat

TRAUMA SYMPTOMS: INFANTS AND TODDLERS

- **PATTERN A:**
 - Withdraws
 - rejects affection
 - stops exploring environment
 - lacks trust in others
 - appears “unattached”

- **PATTERN B:**

- Clingy
- Anxious
- sleep disturbances
- toileting problems
- temper tantrums
- regressed
- disorganized
- rages/aggression
- crying irritability

TRAUMA SYMPTOMS: PRESCHOOLERS

- Regressive behaviors
- Separation fears
- Eating and sleeping disturbances
- Physical aches and pains
- Crying/irritability
- Appearing “frozen” or moving aimlessly
- Perseverative, ritualistic play
- Reenactment of trauma themes
- Fearful avoidance and phobic reactions
- Magical thinking related to trauma
- Poor concentration, difficulty learning
- Behavior problems (e.g., tantrums)

TRAUMA SYMPTOMS: PRIMARY SCHOOL-AGE

- Sadness, crying
- Irritability, aggression
- Nightmares
- Trauma themes in play/art/conversation
- School avoidance
- Behavior/academic problems
- Physical complaints
- Concentration problems
- Regressive behavior
- Eating/sleeping changes
- Attention-seeking behavior
- Withdrawal

EMERGENCY	NUMBER	COMMENT
CHILDLINE	116	TOLL FREE
EMERGENCY	08003222911	TOLL FREE LANDLINE
EMERGENCY	112	ECONET SUBSCRIBERS TOLL FREE NUMBER
EMERGENCY	114	NETONE SUBSCRIBERS TOLL FREE NUMBER
FIRE DEPARTMENT	993	TOLL FREE
AMBULANCE	994	TOLL FREE
POLICE	995	TOLL FREE
ALL EMERGENCIES	999	TOLL FREE

P5.1 PHYSICAL ABUSE & INTIMIDATION

PHYSICAL ABUSE

- non-accidental injury of a child that leaves marks, scars, bruises, or broken bones.

EXAMPLES OF PHYSICAL ABUSE

- Pinching
- Squeezing
- Pushing
- Shaking
- Cornering
- Restraining
- Striking
- Throwing things
- Breaking bones
- Internal injuries
- Using weapons
- Burning
- Disabling
- Disfiguring
- Maiming
- Murdering

PHYSICAL INDICATORS:

- unexplained bruises
- burns
- human bites
- broken bones
- missing hair
- scratches.
- Bruises, welts, burns, fractures, cuts & abrasions
- Injuries to multiple body areas
- Various stages of healing
- Wearing clothes to cover injuries
- Reluctance to seek medical help (refuses medical tests)
- Extensive history of injury (frequent hospital visits)
- Inconsistent/unbelievable explanation of injury
- Excessive fear (or anticipation) of punishment
- Excessive fear of caregiver
- Wary of physical contact
- Frequent school absences
- Abusive themes in art/play/conversation
- Child disclosure

BEHAVIORAL INDICATORS OF PHYSICAL ABUSE:

- wary of physical contact with adults
- behavioral extremes (aggressive or withdrawn)
- frightened of parents
- afraid to go home
- cheating
- stealing,
- lying (a sign that expectations in the home are too high),
- layered clothing

IMPACTS OF PHYSICAL ABUSE

- Aggression, reactive anger
- Oppositional behavior
- Social immaturity
- Attachment problems
- Posttraumatic stress
- Violent play
- Developmental delays
- Neurological impairment
- Poor problem-solving
- Physical injury, death

P5.2 SEXUAL ABUSE & HARRASSMENT

SEXUAL HARASSMENT

- Is a form of gender-based discrimination
- Involves
 - unwelcome sexual advances,
 - requests for sexual favors, or
 - other unwanted verbal or physical conduct of a sexual nature
- Is illegal if it
 - becomes a condition of employment,
 - affects decisions about a person's job or career,
 - interferes with work performance, or
 - creates a hostile work environment

TYPES OF SEXUAL HARASSMENT (VERBAL, VISUAL OR PHYSICAL)

- **Quid Pro Quo** - Requires an employee submit to sexual harassment to keep their job or to get a promotion
- **Hostile Work Environment** - Unwelcome, repetitive behavior that is based on sex and gender-related. It must be severe, offensive, and interfere with job performance.

SEXUAL ABUSE IS

- When children are forced or persuaded into sexual acts/situations by others
- When children are encouraged to watch pornography
- When children are harassed by sexual suggestions and comments
- When children are touched sexually or forced to have sex
- any inappropriate sexual exposure or touch by an adult to a child or an older child to a younger child. This includes, but is not limited to: fondling, sexual intercourse, sexual assault, rape, date rape, incest, child prostitution, exposure, and pornography. It does not matter whether the victim was forced or tricked into any of the above, it is considered sexual abuse
- actual or threatened physical intrusion of a sexual nature

SEXUAL EXPLOITATION

- abuse of a position of vulnerability, differential power, or trust for sexual purposes

POINTS TO NOTE ABOUT SEXUAL ABUSE

- Sexual exploitation derives from unequal power relationships

CHILD SEXUAL ABUSE

- Child sexual abuse includes a wide range of sexual behaviors that take place between: a child and an older person(adult) or between two children.
- CSA occurs when full consent of involved parties is not possible due to differences in size, power, age, developmental level, or authority.
 - *Molestation*
 - *Rape*
 - *Penetration*
 - *Oral Copulation*
 - *Sodomy*
 - *Commercial Sexual Exploitation of Children*

EXAMPLE OF CHILD SEXUAL ABUSE

- Photographing the child for sexual purposes
- Showing the child pornographic materials
- Sexualized talk with the child
- Exposing genital areas to the child for sexual gratification
- "Peeping" in on child while dressing, showering, using the restroom
- Masturbating in front of the child
- Making the child engage in:
 - oral sex
 - vaginal or anal intercourse
 - prostitution
 - sexual activities with animals

EXAMPLES OF SEXUAL ABUSE

- Sexual talk or correspondence
- Voyeurism
- Child prostitution, child pornography
- Exhibitionism (e.g., exposure to adult genitalia, adult sexual acts, pornography)
- Molestation (e.g., touching, fondling or kissing child for adult's sexual gratification)
- Coerced sexual activity
- Consensual sexual activity between minor and significantly older person
- Sexual penetration (digital, object, genitalia)
- Rape

PHYSICAL INDICATORS OF SEXUAL ABUSE:

- difficulty in walking or sitting
- torn
- stained, or bloody underclothing
- pain or itching in genital area
- bruises or bleeding in rectal/genital area
- venereal disease.
- Difficulty walking or sitting
- Vaginal, penile, rectal pain/discharge/bleeding
- Sudden refusal to change clothes
- Inappropriate sexual knowledge/behavior

- Frequent urinary tract/vaginal infections, STD
- Wary of physical contact
- Abnormal fears about bodily functions
- Abnormal anogenital exam findings
- Child disclosure

BEHAVIORAL SIGNS OF CHILD ABUSE TO OBSERVE/BE ALERT OF

- Having certain fears
- Shame about one's body
- Trouble sleeping
- Doing poorly in school
- A change in eating habits
- Emotional problems
- Loss of self respect
- Withdrawal from friends and family
- Acting younger than his/her age
- Being self destructive
- Acting out sexually
- Alcohol and other drug abuse
- Trouble walking or sitting
- age-inappropriate sexual knowledge/sexual touch
- abrupt change in personality
- withdrawn
- poor peer relationships,
- unwilling to change for gym or participate in physical activities
- promiscuous behavior/seductive behavior
- drop in school performance/decline in school interest
- sleep disturbances
- regressive behavior (i.e., bed wetting).
- Makes strong effort to avoid a specific person without an obvious reason
- Displays knowledge or interest in sexual acts inappropriate to his/her age or even seductive behaviour

LONG TERM EFFECTS OF RAPE/SEXUAL ABUSE

- Post-traumatic stress disorder
- Self inflicted harm (e.g. cutting/eating disorder)
- Erratic/Sudden mood swings
- Suicidal
- Alcohol and substance abuse

SEXUAL ABUSE – WHOSE FAULT IS IT??

Sexual abuse is not the victim's fault. The abuser has done something wrong and is responsible for his actions

STATISTICS

- 85% - 90% OF SEXUAL ASSAULTS ON CHILDREN ARE COMMITTED BY SOMEONE THE CHILD KNOWS AND USUALLY TRUSTS
- FREQUENTLY, THE PERSON WHO SEXUALLY MOLESTS A CHILD IS ALSO A CHILD

IMPACTS OF SEXUAL ABUSE

- Sexualized behavior, play
- Promiscuity
- Posttraumatic stress

- Nightmares
- Regression
- Somatic complaints
- Poor self-esteem
- Self-destructive behaviors
- Poor interpersonal boundaries
- Resists affection
- Physical injury
- Withdrawal

EFFECTS OF CHILD SEXUAL ABUSE

- Low self-esteem
- Depression
- Anxiety
- Isolation
- Regressive behaviors
- Dissociation
- Nightmares
- Flashbacks
- Difficulty concentrating
- Feeling unsafe
- Promiscuity
- Early pregnancy
- Prostitution
- Drug and alcohol abuse
- Self-harm behaviors (cutting, burning)
- Eating disorders
- Abstinence of sex
- Interpersonal difficulties (trouble at work or home...)
- Running Away

THE IMPACT OF SEXUAL ABUSE ON GIRLS AND WOMEN

PHYSICAL

- HIV infection
- STI
- death
- genital injury
- abdominal pain
- unwanted pregnancy

PSYCHOLOGICAL

- emotional pain
- powerlessness
- apathy
- denial
- deep depression
- suicide
- infanticide

SOCIAL

- Rejection by spouse
- Shunned
- Ostracized/stigmatized
- deprivation of education/employment
- assistance

SEXUAL ASSAULT INCLUDES

- Penile/vaginal intercourse
- Contact between the genitals and mouth
- Contact between an anus and a penis

- Penetration of the vagina or anus with a foreign object, including a finger

DEFINATION OF SEXUAL ASSUALT

- When one of the following conditions exist
 - Force, even if there is no bruise or injury
 - Fear, even if the victim didn't fight back
 - A person is disabled and cannot give consent
 - A person is severely intoxicated or unconscious as a result of drugs or alcohol
 - The victim is under the age of 18

WHO IS A NON STRANGER

- Boyfriend
- Co-worker/classmate
- Long time friend
- Relative
- Someone from the neighborhood
- Someone you just met

WHY CHILDREN DON'T REPORT ABUSE CASES

- She said it was a game
- He told me it was our little secret
- I was afraid my parents would be made at me
- I was too ashamed
- I did and mum told me to stop lying
- I didn't think anyone would ever believe me
- I was afraid my dad would kill him
- She said she was teaching me
- My parents thought he was the nicest guy
- He told me it was my fault
- She told me it was my fault
- She said she'd kill herself
- She told me she loved me
- He said he'd do it to my little sister if I didn't
- It happened so many times, it felt like it was too late
- We never talked about this kind of stuff
- He said no-one would ever want me
- It was too embarrassing to tell anyone
- My parents said they needed money
- I didn't want to lose my dad, I just wanted him to stop
- He said he'd make my dad lose his job
- He said he'd kill my dog

ABUSE LOGOs/MOTTO

- Real man don't rape
- Report child abuse
- The biggest myth about child abuse is that the dangers to children come from strangers. In most cases, the perpetrator is someone the parent or child knows, and is often trusted by the child and family
- If you see something, do something
- A history of child sexual abuse increases the chance of dropping out of school

DEFINATIONS

- **Stress** : non-specific response of the body to any demand that overwhelms resources – positive and negative stressors – getting married, changing jobs, sex etc... Stress produces the activation of the sympathetic nervous system
- **Trauma** : threat to one's life or bodily integrity, hyper-arousal of the ANS, not all traumatic events lead to trauma.
- **Traumatic stress** : a normal reaction of the mind and body to an overwhelming event that threatens life and/or limb: your own, someone close to you, or that you witness. Someone with traumatic stress may be reacting to recent events, or event from childhood
- **Post-traumatic Stress**: traumatic stress that has not been processed by the body

P5.3 VERBAL ABUSE & HARRASSMENT

VERBAL ABUSE

- When one person uses words and body language to criticize another person
- Put downs, name calling
- Not easily recognized as abuse, can go on for extended periods causing damage to victim's self-esteem

THE FOLLOWING WORDS ARE EXAMPLES OF VERBAL ABUSE THAT MUST NOT BE SAID TO ANYONE (WORKERS/FAMILY/CHILDREN)

- | | | |
|------------------------------|---------------------------------------|-------------------------------|
| • Its all your fault | • You idiot | • I wish you were dead |
| • I ought to send you away | • Nobody could ever love you | • Hurry up you miserable brat |
| • How come you are so stupid | • You are a mistake | • Shut up |
| • Why are you so needy | • Why cant you do anything right | • Get out of my face |
| • You are ugly | • Smart ass | • You made me say it |
| • Gullible | • Loser | • Pathetic |
| • Nerd | • Poor little girl | • B**** |
| • Dumb | • Useless | • Abnoxious |
| • Slut | • Overdramatic | • Worthless |
| • Foolish | • Selfish | |
| • Fat | • Trash | • Naïve |
| • Annoying | • Disturbed | • Coward |
| • Freak | • Cheap | |
| • Swearing | • Ungrateful | • Stupid |
| • Moron | • Jerk | • Wicked |
| • Clumsy | • Lets keep this as our little secret | • Unlovable |
| • Immature | • Useless | • Unattractive |
| • Drama queen | | • weak |
| • Liar | | |

The damage left behind by verbal and emotional abuse can be just as bad, if not worse in some cases, than the physical injuries which generally heal. There is danger in the unseen emotional damage as it contributes to many physical health conditions, PTSD, addiction, self-harm and depression

THE CONSEQUENCES OF VERBAL ABUSE?

The psychological effects of verbal abuse include:

fear and anxiety	sleep or eating problems	alcohol and drug abuse
depression	hyper-vigilance and exaggerated	suicide
stress and PTSD	startle responses	self-mutilation
intrusive memories	irritability	assaultive behaviors.
Pmemory gap disorders	anger issues,	

P5.4 DISCRIMINATION

Discrimination - the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.

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RESPECT DIFFERENCES



AGAINST DISCRIMINATION

Disabilities, Nationality, Gender, Language, Religion, Belief, Marital Status, Age, Sexual Orientation, Ethnic Origin. Social Origin or any other status;

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ptk



Source:- - <https://hiljmnijetaapuk.wordpress.com/tag/against-discrimination/#jp-carousel-23>

Prejudice - Negative attitude toward individuals who belong to groups considered different than the dominant group

Discrimination - Behavior resulting from prejudice

Stereotyping - Generalizing about people based on the common characteristics they share with members of their own group

To discriminate against someone is to exclude that person from the full enjoyment of their political, civic, economic, social or cultural rights and freedoms.

Discrimination contradicts a basic principle of human rights; that all people are equal in dignity and entitled to the same fundamental rights. This principle is repeated in every fundamental human rights document



DISCRIMINATION IS BASED ON A NUMBER OF FACTORS

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Race • Colour • Sex/gender • Language • Religion • Political opinion • National origin • Ethnic origin | <ul style="list-style-type: none"> • Social origin • Property • Disability • Birth • Social class • Occupation • Sexual orientation • Preferred language | <ul style="list-style-type: none"> • Pregnancy • age • marriage • civil partnership • maternity |
|---|--|--|

ACTIONS THAT ARE QUALIFIED AS DISCRIMINATION

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • Rejection • Restriction/exclusion of a person or group of persons • Crudest violations of human rights • Genocide | <ul style="list-style-type: none"> • Slavery • Ethnic cleansing • Religious persecution • Hiring and promotion on jobs • Housing practices | <ul style="list-style-type: none"> • Verbal abuse • Excluding children from activities • Bullying and name calling based on differences |
|--|---|--|

Discrimination against a person based on that persons race, gender, ethnicity, age or sexual orientation is wrong.

People should only be judged on their actions, not on any of the above-mentioned immutable characteristics.

To pre judge someone based on those characteristics is bad and unfair. It's not right to engage in discrimination.

P5.5 SUPPORT & REPORTING MECHANISM

<u>PROBLEM</u>	<u>COMPANY TO REPORT TO</u>	<u>CONTACT NUMBER</u>
<u>HIV/AIDS</u>	POLICE/CHILDLINE	116
<u>PHYSICAL ABUSE</u>	POLICE/CHILDLINE	116
<u>CHILD ABUSE</u>	POLICE/CHILDLINE	116
<u>VERBAL ABUSE</u>	POLICE/CHILDLINE	116
<u>SEXUAL ABUSE/RAPE</u>	POLICE/CHILDLINE	116
<u>NO FEES</u>	POLICE/CHILDLINE	116
<u>NO FOOD</u>	POLICE/CHILDLINE	116
<u>NO CLEAN WATER</u>	POLICE/CHILDLINE	116
<u>LACK OF HEALTH FACILITIES</u>	POLICE/CHILDLINE	116

CHILD ABUSE AND NEGLECT AFFECTS

- Emotional health
- Social development
- Cognitive development
 - **Cognitive development** is a field of study in neuroscience and psychology focusing on a child's **development** in terms of information processing, conceptual resources, perceptual skill, language learning, and other aspects of brain **development** and **cognitive** psychology compared to an adult's point of view.
- Physical health

STATISTICS

- 1/4 girls and 1/6 boys are sexually assaulted before they turn 18
- Only 3/10 rapes are reported to the police
- Without support any people live with the shame of sexual assault for their entire lives

WHY IS IT IMPORTANT TO KNOW ABOUT CHILD ABUSE/NEGLECT

- It is a common problem
- Morbidity
- Mortality
 - Opportunity and responsibility to intervene
 - The law
 - Knowledge and information helps reduce risks

HOW TO BE AWARE OF ABUSE

- Witnessing the abuse
- Physical evidence
- Behavioural indicators
- Disclosure from victim
- Report from a 3rd party

CLINICAL PROTOCOL

- General physical assessment
- Behavior assessment
- Patient history
 - Obtain histories from child and parent. Do they match?
 - Is the injury consistent with the history?
 - History of similar injuries in the past?
- Oral examination
- Documentation
- Consultation

PHYSICAL FINDINGS THAT MIMIC CHILD ABUSE

- Genetic
- Acquired
- Accidental

ABUSE CASES NORMALLY ARE NOT REPORTED

- Lack of reporting of crime committed against women
- Lack of reporting of sexual and physical abuse against children because parents fear losing jobs as farm workers
- The actual incidence of abuse and neglect is estimated to be three times greater than the number reported to authorities.

PREVENTION OF CHILD ABUSE

- Never discipline your child when your anger is out of control.
- Participate in your child's activities and get to know your child's friends.
- Never leave your child unattended, especially in the car.
- Teach your child the difference between "good touches," "bad touches" and "confusing touches."
- When your child tells you he or she doesn't want to be with someone, this could be a red flag. Listen to them and believe what they say.
- Be aware of changes in your child's behavior or attitude, and inquire into it.
- Teach your child what to do if you and your child become separated while away from home.
- Teach your child the correct names of his/her private body parts.
- Be alert for any talk that reveals premature sexual understanding.
- Pay attention when someone shows greater than normal interest in your child.
- Make certain your child's school or day care center will release him/her only to you or someone you officially designate.

WHAT TO DO

- Be open and understanding.
- Don't try to conduct an investigation, yourself.
- If the child tells you of the sexual abuse immediately after it occurred, DO NOT bathe the child, or wash or change his or her clothes
- Let the child talk as much as he or she wishes.
- Understand that the child is probably having mixed feelings.
- Believe the child.
- Explain what you will do next to help them.

REPORTING THE ABUSE

- Report the abuse.
 - Childline 116
 - Local Police
- UNDER ZIMBABWEAN LAW, EVERYONE HAS A LEGAL OBLIGATION TO REPORT SUSPICION OR KNOWLEDGE OF CHLD ABUSE!!!!
- You are required to report abuse if you have reasonable cause to suspect that a child has been or may be subjected to abuse or neglect or if you observe a child subjected to these conditions
- You can call hotline 116 anonymously and describe situation

INFORMATION FOR REPORT

- Name of the child and parent(s)
- Contact information for child (must have this)
- Name of the alleged abuser and contact information if available
- Any immediate or continued risk for harm?
- Extent of injuries
- Details of abuse/neglect (dates, times)
- Any abuse/neglect witnessed?
- Other witnesses and their contact information

WHEN TO REFER FOR PSYCHOLOGICAL CARE

- Appear depressed, withdrawn
- Strong resistance to affection or support from caregivers
- Suicidal or homicidal ideation
- Intense anxiety or avoidance behavior if reminded of abuse
- Dangerous behaviors to self/others
- Increased usage of alcohol or drugs
- Rapid weight gain/loss
- Significant behavioral change
- Inappropriate social behaviors
- Poor hygiene
- Significant acute stress symptoms (e.g., nightmares, startle easily, hypervigilance)
- Unable to regulate emotions

- Poor academic performance and decreased concentration
- Continued worry about the abuse (primary focus)
- Intense separation difficulties
- Persistent physical complaints (nausea, headaches)
- Continued abuse themes in play, art, conversation, behavior
- Sexualized behavior

PROTECTIVE FACTORS FOR ABUSE/NEGLECT

- Caregiver parenting skills
- Community support of families
- Availability of emotional, social, and financial support for families
- Stable housing
- Connection to community, faith-based organizations
- Good personal safety skills for children
- Easy access to health care, childcare, etc.
- Wholesome environment

HELPING ABUSED/NEGLECTED CHILDREN

- Provide realistic reassurance of safety and security
- Allow child to be more dependent temporarily if needed
- Follow child's lead (hugs, listening, support)
- Use typical soothing behaviors
- Use security items and goodbye rituals to ease separation from caregiver
- Distract with pleasurable activities
- Let child know you care
- Maintain normal routines when possible
- Avoid exposing child to unnecessary reminders of the abuse
- Minimize contact with others who upset child
- Continue to set limits for inappropriate behavior as needed
- Anticipate temporary increase in problem behaviors
- Identify antecedents of problem behaviors and develop behavior management plan
- Redirect/Stop abuse reenactment play as needed
- Facilitate resolution of abuse themes in play/art if possible
- Assist child in coping with trauma reminders
- Attempt to alter negative association with nonharmful trauma cues

DISCUSSING ABUSE/NEGLECT WITH CHILDREN

- Do not ask leading questions, particularly if investigation is underway
- Do not over-interview or bias child's report
- Encourage child to express abusive experience but don't pressure
- Emphasize child's safety now
- Praise child for telling; encourage honesty
- Be an active listener
- Remain calm when answering questions and use simple, direct terms
- Don't "soften" information you give to child
- Help child develop a realistic understanding of what happened
- Gently correct abuse-related distortions
- Be willing to repeat yourself
- Tolerate retellings

- Protect other children from exposure to trauma retellings/reenactments
- Normalize “bad” feelings or symptoms

HELPING NON-OFFENDING PARENTS OF ABUSED/NEGLECTED CHILDREN

- Communicate with parents about the child
- Encourage parents to listen to child closely
- Encourage parents to set aside special time for child
- Recommend maintenance of normal routine
- Encourage parents to remain calm and get help for themselves if needed
- Educate parents regarding importance of responding supportively
- Normalize child’s difficulties
- Model soothing behaviors with younger children
- Assist in developing plan for behavior mgmt.
- Guide foster parent in getting to know child
- Advocate for continuity of school placement if child is placed out of home
- Equip parents with good skills through workshops, references, modeling
- Encourage parent involvement in classroom

HELPING POTENTIALLY ABUSIVE/NEGLECTFUL PARENTS

- Gently point out concerns by focusing on observable facts and behaviors
- Offer assistance, support, resources
- Do not hypothesize, stick to observable facts
- Acknowledge parents strengths, efforts
- Focus concern on child’s welfare and present as “common concern”
- Model effective parenting skills
- Catch parent doing well; reinforce successes
- Don’t get caught in triangles with parents

HOW TO AVOID SEXUAL HARRASSMENT

- The law states that attire can be used in court to determine if sexual conduct is welcomed or uninvited
 - Know the appropriate dress for your work environment

WHAT TO DO IF YOU ENCOUNTER SEXUAL HARASSMENT

- Stay Calm - Keep your cool and be discreet
- Explain What Is Offensive
- Confront The Harasser - Confront the source of harassment
- Put It In Writing - Document your activities and the harassment thoroughly
- Report To Supervisor or former - If the harassment does not stop, make an official complaint to the appropriate management level
- Follow Organizational Procedures
- Don’t Delay

FARMER RESPONSIBILITIES

- Become educated & educate farm workers on what sexual harassment is and what to do
- Stop sexual harassment if you see it occur or hear about it happening
- Investigate any claims if they occur
- Learn the best ways to interview witnesses
- Keep information confidential
- Treat victims with respect
- Know the law
- Educate yourself on your organization's policies regarding sexual harassment
- Take steps to set a positive personal example
- Take personal responsibility to make sure your organization has appropriate policies and people are educated about them

STAKEHOLDER ENGAGEMENT

CHILDREN`S RIGHTS

- Right to
 - Education
 - Health
 - Special protection

EXAMPLES OF CHALLENGES FACED BY CHILDREN & WOMEN

- HIV/AIDS
- ABUSE
- SEXUAL ABUSE/RAPE
- LACK OF FEES
- LACK OF FOOD
- LACK OF CLEAN WATER
- HEALTH

COMPANIES & NGOs THAT DEAL WITH CHILDREN & WOMEN CHALLENGES

- UNICEF
- USAID
- SAVE THE CHILD
- CHILDLINE
- POLICE
- CRS
- WORLD VISION
- CARE
- OXFAM
- IFD
- INTERNATIONAL MEDICAL CORPS
- PARTNERS FOR DEVELOPMENT
- INTERNATIONAL YOUTH FOUNDATION
- WHO
- PSI
- MINISTRY OF HEALTH
- MSASA PROJECT
- BEAT AIDS PROJECT ZIM

COMPANIES & NGOs THAT SUPPORT EDUCATION

- ZIMBABWE EDUCATIONAL TRUST
 - Supporting communities to keep children in school and out of poverty
- ALL ABOUT LOVE TRUST ZIMBABWE (AALTZ)
- INTERNATIONAL TRAINING & EDUCATION CENTER FOR HEALTH (I-TECH)
- AFRICA AHEAD
- EDUCATION AND UNEMPLOYED YOUTH FORUM OF ZIMBABWE
- MINISTRY OF EDUCATION (SCIENCE TECHNOLOGY ENGINEERING MATHS)
 - Lazarus Dokora (Prim & Sec Minister of Education)

COMPANIES & NGOs THAT SUPPORT DISABLED PEOPLE AND PEOPLE DISCRIMINATED AGAINST

- FEMALE PRISONERS SUPPORT TRUST (FEMPRIST)
- ALBINISM NGO
- NGO FOR THE DISABLED
- NGO FOR THE MENTALLY CHALLENGED