

First Children's Embassy in the World Megjashi

Towards protection and promotion of children rights

Policies and tools for promotion and implementation of core rights of safety, security and protection of the child in a school environment

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Towards protection and promotion of children's rights: Policies and tools to promote basic rights of children's safety, security and protection in the school environment

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The first children embassy in the world, “Megjashi” from Macedonia (PDAS Megjashi) works with a “vision dedicated to a more just world for every child and follows the motto that all the ideals of the world are less worth than the tears of a child”.

The use and implementation of these child protection policies are the ways in which PDAS Megjashi ensures that they are in accordance with international documents, norms and standards relating to protection and promotion of the rights of the child, while following the positive legislation and normative-legal documents and concepts relating to the educational system in Macedonia.

The paper includes 4 elements / chapters. It is harmonized with the international documents, tools and standards for protection of the children and their rights, and has been piloted in several elementary schools and is in compliance with the Law of Elementary Education, Official Gazette of the RN Macedonia No. 161 from 5 August 2019, Article 5 and Article 66.

In terms of prevention, we could use the tools that are already prepared and available, including instruments, procedures, violence, abuse and neglect type indicators, especially because a number of relevant institutions were included in their development, carried out in accordance with international documents and were piloted/ tested in several elementary schools.

In addition to prevention, the content offered in the Brochure can very much assist in the development of concept documents, bylaws, development of preventive programs, etc. since they define the types of violence, abuse, neglect, providing directions on how to work on positive discipline in the school, on positive parental discipline, cooperation with the parents, etc.

The reporting (the procedure to report and protect a student – victim of any of the violence forms – from abuse to neglect) is defined in a bylaw (Protocol) for which the Bureau for Development of Education is in charge. This paper is under development and the material offered in the brochure can assist in its finalization. Positive directions and outcomes can be provided in the area of reporting as well as in the area of prevention and procedures (dealing with violence)

Article 5 of the Law on Elementary Education (Official Gazette of RN Macedonia No. 161 from 5 August 2019) stipulates the following: Protection against discrimination and promotion of equality – Paragraph 4 says that the “elementary school staff are required to promote equality and fairness among all students and to actively oppose all forms of discrimination and violence”.

Preventative measures aim to provide guidelines and concrete suggestions for team building; the manner in which the team develops a program. The program defines types of violence – abuse and neglect, and provides examples of various types of activities, workshops, techniques, and methods that will help strengthen the cooperation between parents as well as improve the general climate of cooperation within school.

There is explanation for definitions/ phenomena/ procedures for positive discipline and positive parenthood, positive discipline in the school, definition, characteristics, styles and development of the personality of the child, communication between a parent and a children (important aspect of the positive discipline) the "I speech" skill – as a language of acceptance.

Implementation protocols – examples of the children that have been abused and neglected.

Furthermore, the process for prevention and protection from natural calamities includes specific instructions, guidelines, rules (evacuation), cooperation with other relevant institutions, Ministries.

This material/ brochure defines some policies, procedures/ tools introduced in practice/ schools that can assist the work of the teachers, professional services and other bodies or entities involved in the educational-upbringing process, towards protection and promotion of children rights, building of culture for safe and secure school as well as in the building of peace education in the educational-upbringing system.

In accordance with the above, this material/ paper can have positive implementation in the schools and in the institutions working on promotion and implementation of the core rights for safety, security, protection of children rights.

By Sofka Koceva

Advisor in the Bureau for Development of Education

25 November 2019

FOREWORD

The notion that violence against children should and must be prevented is relatively new: the first documents related to the protection of children from violence date back to the end of the 19th century, and it is not until the 20th century that the view that violence against children must be prevented, i.e. punished and adequately treated.

Past experiences show that in Macedonia the problem of violent behaviour is ignored or a solution is often sought in engaging professional security agencies that "guard" the school. The number of incidents and fights may be reduced in this manner, but it is still far from resolving the problem with other types of violence. In treating the problem, it is important all community members, the young people in particular, to be included in the developing and setting mechanisms for resolving the violence problem by continuously reducing its dimensions, discovering the causes and better dealing with the consequences. Knowledge gained from state-of-the-art research and linking them to actions designed and implemented by children and adults can be used to develop policy and effective interventions to reduce school violence.

One of the reasons that children are surrounded by violence is that we, the adults, only respond to them when injuries and physical violence occur. Violent children and adults receive much more attention and headlines in the media, and the child who wins a mathematical prize gets three rows on the last page of the media. Studies show that parents spend ten minutes a day with their children. They can't handle anything in those 10 minutes, let alone talk to the kids about the meaning of violence. Cyberbullying is also on the rise, especially because children who do not have enough attention at home can anonymously insult, mock other children, and satisfy their need for importance.

Therefore, this booklet will contribute to the prevention of violence among both children and parents, but among the teachers as well, through a systematic approach in the work with these three groups.

In addition, being familiar with the protocol, the principles of positive discipline and positive parenting, as well as emergency response plans and draft action plans, should be the starting point for developing awareness and a first step in reducing violence.

The information provided in this booklet is part of Megjashi's project "Let's take the Rights in Our Hands" in partnership with Save the Children Kosovo.

Prof. Sofija Georgievska PhD

1. INTRODUCTION AND PROTOCOL FOR ACTING IN A CASE OF VIOLENCE

INTRODUCTION

All children have the right to a happy and safe childhood, guaranteed by the United Nations Convention on the Rights of the Child, which is the most universally accepted document in the history of human rights. The Convention provides a framework and direction for the full protection and development of the potentials and capacities of each child, while the State, as its signatory, is responsible, to the greatest extent, for providing the necessary conditions for the development of children and for the promotion of their rights, putting children in focus of the social protection system.

Violence against children is one of the most serious problems that endanger their development, health and well-being, fundamental rights, dignity and can jeopardize children's lives. It happens everywhere, in homes, schools or other child care institutions, on the streets. Great portion of the violence against children remains hidden. Children are afraid to report it because of their fear and attachment to the abuser or because they do not view violence as something wrong or unusual but as a justified and necessary punishment for their actions. Child victims of violence may feel guilty and believe they deserve it. In the past, and today as well, in different cultures, corporal punishment has been and still is one of the ways to discipline and educate children both in the families and in the schools.

Unfortunately, children in schools are often neglected and exposed to various forms of corporal, psychological and sexual harassment and abuse that lead to long-term consequences for their development and violations of their rights. In the last decade, violence against children has been considered one of the most harmful and dangerous childhood events of many children around the world. The frequency of this phenomenon is indicated by almost all findings and recommendations from relevant institutions. Given the isolation of this problem, the degree of frequency of violence, its types and the reasons for its occurrence in the schools in the Republic of Macedonia is insufficiently known and discussed.

1. PROTOCOL ON ACTING IN THE PROCESS OF PREVENTION AND PROTECTION OF CHILDREN AGAINST ABUSE AND NEGLECT

Child protection is a process that is complex but at the same time unique and unites several line ministries in joint action. As one of the strategic commitments of the Ministry of Labour and Social Policy, a special working group has been set up to develop the General Protocol on the Prevention and Protection of Children against Abuse and Neglect, composed of representatives from the relevant line ministries (social protection, health, education, justice, police), non-governmental associations, the Ombudsman and international organizations - WHO and UNICEF.

All forms of violence, abuse and neglect of children that potentially endanger or impair the physical, mental and moral integrity of the child represent violation of the fundamental rights of the child contained in the United Nations Convention on the Rights of the Child, the right to life, survival and development.

With the international agreements, Republic of Macedonia is obliged to undertake measures for prevention and protection of the child from all forms of violence in the family, in the institutions and in the wider social community.

The main objective of the General Protocol is to establish effective and coordinated action between the competent authorities and other stakeholders in the protection of children from abuse and neglect, containing the types, manner and content of cooperation and enabling appropriate developmentally-specific interventions to be implemented and providing conditions for further safe development of the child.

At the same time, the General Protocol should also contribute to the development and expansion of a network of expert, multidisciplinary teams to detect child victims of abuse and neglect at the local level, and then apply a unified model of work of these teams in the local communities across the country.

INDICATORS OF CHILD ABUSE AND NEGLECT

Child abuse and neglect can appear in many forms. "Abuse" means actively hurting the child or depriving the child of emotions and acceptance, while "neglecting" means failing to take care of the child.

The first indication that shows that a child may be abused and is in need of protection may be the observation of the relationship between the parent/guardian and the child.

In the text below, we will present the basic indicators of child abuse and neglect. Although there are 4 basic categories of abuse and neglect, including child exploitation, each individual case can be a combination of each.

INDICATORS OF PHYSICAL ABUSE OF CHILDREN

Signs Observed in the Child

- » Unclear or unexplained bruises on covered areas of the body: on the belly, the back, the back of the thighs and calves;
- » Scars;

- » Redness and bruises of different colour, in the form of an object (rope, belt, palm, stick);
- » Scratched hair, missing teeth;
- » Bites;
- » Burns whose occurrence cannot be explained:
 - » from cigarettes;
 - » from immersion in boiling liquid: in the form of a glove, in the form of a sock;
 - » from electricity;
- » Unexplained fractures, displacements or head injuries;
- » Poisoning with poisons, corrosive substances, psychoactive substances;

Behaviours observed in the child:

The child may have:

- » fear of physical contact with adults;
- » fear of parent or other family member;
- » scared of the cry of other children;
- » startle response;
- » shows extremes in behaviour
- » aggression or withdrawal;
- » overly anxious;
- » approaches adults and strangers with ease;
- » does not allow it to be examined;
- » does not indulge physical contact or touch;
- » runs away from home;
- » cannot establish a good relationship with peers;
- » has low self-esteem;

Sjellje të vëzhguara te i rrituri

The adult can:

- » be angry, impatient, often losing control of behaviour;
- » seem uncertain about the child's condition;
- » consider the child bad or the cause of their life problems;
- » reluctant to talk about the condition of the child or the family;
- » look at the questions with suspicion;
- » use methods of discipline that are inappropriate for the child's age, condition or situation;
- » provide illogical, contradictory, unconvincing explanations, or no explanation of injuries;
- » show no sufficient understanding of normal child development, they have age-inappropriate expectations of the child;

INDICATORS OF SEXUAL ABUSE OF CHILDREN

Signs Observed in the Child

Physical evidence of sexual abuse is rare. Often when it comes to young children, it is not sexual intercourse, but sexual touches that does not necessarily or rarely leave traces. Where there are physical signs, they may be:

- » ripped, bloody or dirty clothing;
- » pain or itching in the genital area or throat, difficulty in going to the toilet or swallowing;
- » bruises, bleeding or swelling of the genital, oral or anal area;
- » vaginal discharge;
- » stomach aches, headaches or other psychosomatic complaints;

Behaviours observed in the child:

- » uses words with sexual expressions or drawings with sexual content;
- » fantasizes abundantly;
- » displays fear indoors;
- » resists undressing or changing diapers;
- » masturbates heavily;
- » displays seductive behaviour;
- » demonstrates premature and inappropriate understanding of sexual behaviour;
- » demonstrates inappropriate, unusual or aggressive sexual behaviour with peers or toys;
- » has sexual preoccupations with others and with themselves;
- » stopped controlling urination and defecation;
- » has an eating disorder;
- » has fears or coercive behaviour (constant washing, bathing, changing clothes)
- » has problems with concentration and learning or a decline in school performance;
- » displays inappropriate behaviour: self-destructive behaviour (self-harm, alcohol, drugs abuse, leaving home, suicide attempts);
- » has sleep problems such as nightmares, fear of falling asleep and prolonged sleep;

Behaviours observed in adults:

- » the adult can be dominant but emotionally weak;
- » indicates marriage or relationship difficulties with adults;
- » points to their own social isolation, loneliness;
- » relies on the child both emotionally and physically;
- » Holds and touches the child inappropriately;
- » blames others for their life problems, including the child for sexual abuse;

INDICATORS OF EMOTIONAL ABUSE OF CHILDREN**Behaviours observed in the child**

The appearance of the child may be neat and there are no signs that indicate the severity of the problem. The child may look clean, well-cared for and well-nourished. Their facial expression may indicate sadness, moodiness, shyness or restrained anger.

Behaviours observed in the child:

- » acts obediently, passively, shyly;
- » displays episodes of aggression, rage and anger;
- » has a fear of failure, has difficulty in concentrating, learning and gives up easily;
- » has a negative attitude towards themselves;
- » constantly apologizes;
- » cries without provocation;
- » constantly seeks attention from the adult;

Behaviours observed in adults:

- » accuses or humiliates the child publicly and at home;
- » does not calm the child when they are frightened and anxious;
- » treats other children in the family differently and better, showing more acceptance and less criticism;
- » describes the child in a degrading manner: stupid, bad, problematic and predicts their failure;
- » holds the child responsible for parental problems and disappointments;
- » identifies the child with others in the family they do not like;

INDICATORS OF CHILD NEGLECT**Signs and behaviour observed in the child**

- » underweight, dehydration, fatigue, swollen stomach;
- » shows improvement in development congestion in response to good stimulation and care;
- » shows signs of deprivation: redness in the genital area, diarrhoea, vomiting, anaemia, recurrent respiratory problems;
- » they are constantly dirty or inappropriately dressed for the weather conditions, with torn clothes;
- » they are often thirsty and hungry;
- » they are often tired and exhausted;
- » seeks for physical contact and attention;
- » assumes the role of an adult or parent;
- » lacks adequate medical and dental care;

Behaviours observed in adult:

- » maintains a chaotic home life with little care for personal needs;
- » does not supervise the child for extended periods of time, nor when exposed to potentially dangerous actions;
- » leaves the child in the care of inappropriate persons;
- » gives the child inappropriate food, drinks, medicines;
- » constantly takes the child early to kindergarten / school and takes them late;
- » remains uninterested in child advancement, they are unavailable on the phone and do not respond to child talk calls;
- » exploits or exposes the child to overwork;
- » shows apathy and indifference;

ACTIONS TO TAKE IN CHILD ABUSE AND NEGLECT

Protecting children from abuse and neglect is a comprehensive process involving institutions and professionals from various departments - social protection, police, health, education, judiciary, civil society organizations, the Ombudsman and other stakeholders. All of these actors participate in or simultaneously participate in this process, each acting within their competences. But cooperation between them is a key to ensuring their synchronized activity and roles are well defined 1. to prevent abuse and neglect, to investigate the case and provide evidence; 2. to take measures for social protection and care for the child.

Actions to take in child abuse and neglect means:

1. **Recognition of abuse and neglect** of children by professionals, through direct detection or recognition of the CAN indicators; 2. **Suspicion of abuse and neglect**; 3. **Report of abuse and neglect**, as well as the suspicion of abuse and neglect to the Centre for Social Work, Police or Public Prosecutor's Office.

Coordination of the whole process should be carried out by the competent **Centre for Social Work**, as a basic child protection service and as a guardianship authority.

2. RECOGNIZING ABUSE AND NEGLECT

DETECTION

Detection is the first step towards protecting children from abuse and neglect. It is the most sensitive part of the whole process and depends on the further course and outcome of child protection. Detection is most often carried out by professionals who take care for children, especially professionals in the education, health care and in other environments where children reside (caregivers, teachers, psychologists, pedagogues, doctors, nurses, social workers, etc.).

Abuse and neglect are usually detected in the following two manners:

a) **By direct communication/confession by the child** for the case(s) of abuse and neglect to a person close to them, or to a professional who directly asks questions related to the abuse and neglect or indirectly, to other persons having knowledge or suspicions that the child is abused (parents, close family members, neighbours, teachers, pedagogues, psychologists, peers).

Caregivers in preschools, teachers, school psychologists and pedagogues, social workers, health professionals can be a "**person of confidence**" to whom the child has communicated their fears, secrets, or statements about abuse. The chosen person is the key person in the detection phase and therefore it is very important that they are sensitive to the child's signals and needs, they are able to provide continuous support, security and encouragement, while at the same time actively engaging in initiating a child protection process, i.e. in reporting the suspicion to the competent authorities (in particular the Centre for Social Work, but also other authorities, such as: police, public prosecutor's office, ombudsman).

If a child talks to you as a person of confidence regarding suffered abuse of neglect, then.....:

- » Find a quiet place to listen them;
- » Listen in a calm and non-judgmental way;
- » Listen to the child instead of asking them directly;
- » The child must not be forced to give information, to be examined or to be provided with false assurances of complete confidentiality;
- » Convince the child that what happened was not their fault;
- » Never interrupt the child while they remind important events;
- » Respect the feelings of the child;
- » Tell them that you will try to help;
- » Write down what you have heard and seen;
 - a) specify the child's words as accurately as possible;
 - b) use words that describe things told by the child;

Keep your notes and information confidential and secure.

The professional should explain to the child about the obligation to inform other services.

Also, systematic and routine interrogation by professionals, health care professionals, pedagogues and psychologists can confirm the possible existence of violence against children. In this case further inquiry should be conducted in accordance with the principles of protecting the child from re-traumatization and at the same time obtaining information on what the child is going through.

b) Recognizing physical signs of child abuse or recognizing psychological signs and signs in child behaviour that indicate possible abuse and neglect of the child.

On the basis of the presence of physical signs of child abuse or of psychological signs and signs in child behaviour, professionals such as teachers, pedagogues, psychologists, health professionals, etc., should approach a more systematic inquiry into the occurrence of injuries and behavioural manifestations suggesting possible abuse and neglect.

When identifying abuse and neglect, it is important for professionals to understand all the facts and the overall situation of the child and the child's family, given that there are no specific signs and symptoms on the basis of which we can safely claim that it is about child abuse/neglect (see appropriate boxes with signs of physical, sexual, emotional abuse and child neglect).

CONSULTATION AND ASSESSMENT OF ABUSE AND RISK OF ABUSE

Immediately after the detection or appearance of suspicion of abuse or neglect, the professional should conduct one or more consultations:

- » **Consultation within the service itself** with colleagues who are aware of the problem, but also with their superiors. This consultation should not slow down or delay the urgent care of a child's injuries and symptoms or taking emergency measures, if necessary.

- » **Consultation with the child's parent/guardian** about the abuse, except in situations where such consultation could directly endanger the child's safety.
- » **Consultations with other services**, which are assumed to be familiar with the child and the family, may be undertaken in case of need (educational, health facilities, Social Work Centre, SOS services, etc.). The purpose of these consultations is to collect additional data on the child and the family, to jointly assess the risk of child abuse and neglect and to agree on further steps to be taken. But if conditions do not allow for such consultations, it is necessary to report the case to the competent Centre for Social Work.

DOCUMENTING THE CHILD'S CONDITION AND CIRCUMSTANCES WITH REGARD TO ABUSE/NEGLECT

Detecting abuse/neglect in any department imposes the need to document child-related data, the type of abuse and the perpetrator of the abuse. The child's identity (name, surname, family name, gender, age), accompaniment by other persons, the perpetrator, the circumstances in which the abuse occurred, the child's condition, the description of the child's possible injuries and their behaviour, the child's statements about the event, the statements of the companions should be noted. If possible, photographs of the injuries, the site should be taken, which could be used in the pre-trial hearing.

3. SUSPICION OF ABUSE AND NEGLECT

In the case of suspected child abuse and neglect, without having clear information about it, professionals who come into contact with the child and their family should report the case to the Centre for Social Work or the Police i.e. the Public Prosecutor's Office.

REPORTING ABUSE AND NEGLECT TO THE CSW

Reporting the case to the Centre for Social Work is preceded by a conversation with the child (interview with the child) and necessary family data obtained. If there is a suspicion of abuse within the family, then the professional person notifies the non-abusive parent that they will report the case to the CSW if they consider that the risk of further abuse of the child i.e. hurting the child will not be increased.

The professional person or the citizen who reports suspected child abuse or neglect in the CSW should complete a report that will include data on the child and family they are familiar with and explain the findings and reasons for reporting the case.

WHEN TO WAIT FOR REPORTING?

In some cases, when there is a suspicion of abuse and neglect of children, reporting should be delayed. If the institution in which there is suspicion of abuse has an organized and educated child abuse and neglect protection team, which after reviewing the situation as a team and has concluded that the following conditions are met:

- » The risk of child abuse and neglect is low;
- » The child's family has the capacity to cooperate and is ready to change for the better protection of the child;
- » The institution has the capacity to deal with child and family problems;
- » The decision to delay reporting the case should be made by the institution's team;

REPORTING SUSPECTED ABUSE AND NEGLECT TO THE POLICE OR PUBLIC PROSECUTOR'S OFFICE

Reporting suspicion of abuse and neglect to the Police or the Public Prosecutor's Office is made in the case of acts that endanger the life or health of the child and constitute criminal offenses prosecuted ex officio. These include **severe corporal injuries to the child, threat to the life of the child and sexual abuse of the child**. Such cases are reported to the competent authorities of the Ministry of Interior or the Public Prosecutor's Office by professionals or citizens or institutions that are aware of them. Care should be taken to secure or preserve evidence, if any, for further forensic procedure i.e. any agency involved should help in the provision of evidence.

After reporting the suspicion of abuse and neglect, all professional persons should:

- » Actively assist the competent services (the CSW, the Police, the Public Prosecutor's Office) in further child protection;
- » Respond to the call to attend meetings for considering the child and family situation;
- » Participate in decision-making about protection measures and services to be provided to the child and family;
- » Maintain contact with the child and family by playing an important role in the child's recovery process and breaking the cycle of violence.

The police and the public prosecutor's office are obliged to protect the identity of the professional who reports the case or should provide legal advice to the professionals involved.

4. ASSESSMENT OF THE SITUATION, NEEDS AND RISK OF ABUSE/NEGLECT OF THE CHILD AND THE FAMILY AFTER REPORTING A CASE TO THE CSW

The Centre for Social Work is the key institution that receives reports of abuse and neglect of children from every possible source (citizen, professional, institution, NGO).

Upon arrival of the CAN report to the CSW, it is necessary for a social worker to review and assess whether the criteria for a CAN case opening in the Centre have been met. To that end, a primary assessment is performed to determine the child's condition, the risk of abuse and the needs of the child and family.

Step 1: Initial Assessment/Triage Assessment

The CSW professional who receives the report is tasked with reviewing the information provided, checking for previous reports of the child and family in the CSW and whether there is a supporting medical documentation. It is then necessary to establish contact with the report submitted (parent, citizen, professional, institution) and, on the basis of all data, to make a conclusion about the further actions to be taken: a) not opening a case in the CSW; b) opening a case in the CSW; c) undertaking urgent intervention in relation to the child.

a) Not opening a case in the CSW

This outcome is possible if the CSW professional (social worker, psychologist, pedagogue) concludes that the criteria for the conditions and circumstances under which a case is opened in the CSW are not fulfilled, and therefore no measures for child protection and intervention planning are necessary. However, notwithstanding the fact that no case has been opened in the CSW, a note should be taken and the report should be recorded in an appropriate register.

b) Opening a case in the CSW

If the professional determines that the professional and legal criteria for child abuse and neglect are met, a case in the CSW is then opened. It is necessary to appoint a **responsible CSW professional** who is tasked to coordinate the further process of child protection.

c) Undertaking urgent intervention

If the professional determines that the situation is alarming, urgent child protection interventions should be undertaken in the first phase of the assessment, following an urgent review of the case and the exchange of information with the police, prosecutors and possibly health or other institutions. It is necessary to strengthen the cooperation in the case between the police and the Centre for Social Work at a time when a potential (or a risk of) child crime has been noted, in order to harmonize further procedures and evidence gathering.

Step 2: Detailed Assessment

After the triage assessment, which appoints the **responsible professional** and the professional team, the detailed assessment is the next stage of the assessment which aims to determine:

- » What is the level of risk for the child?
- » What risks for the child can be identified during this phase of the procedure?
- » Is there a danger that endangers the health and development of the child?
- » What support and protection measures can be provided to the child and family i.e. the non-violent parent?

Assessment of child endangerment is determined in all situations in which the life and health of the child may be endangered, whether it is a case of CAN, domestic violence, adverse health, social or material circumstances of the family or any other circumstances that impede the child to reach the appropriate level of health and development. It should take about a week, which is sufficient time to determine the condition and needs of the child and the family, in order to provide appropriate support and protection measures.

This assessment should cover the following stages in determining the condition and risk:

- » Observation and interview with the child (according to the age of the child, psychological state of the child, behaviour). The **professional worker** should ask routine questions about abuse/neglect, domestic violence, interviewing the child alone and/or the abusive parent;
- » Collecting and analysing data from professionals from other departments in contact (health, educational, social institutions, NGOs);
- » Assessment of injuries to the child and further assessment of the risk the child is exposed to - determination of risk level - **low risk level, medium risk level and high risk level;**
- » Determining measures and services to protect the child in the family;
- » Reporting on the results of the initial assessment;
- » Other service-specific procedures;

Step 3: Comprehensive Assessment – Consultation Meeting with Other Departments

If the initial assessment establishes that the child is abused or neglected in the family or that there is a risk of it occurring, the responsible professional should schedule a consultation with other departments (CSW, police, health services, educational institutions, etc.). The purpose of the consultative meeting is primarily to exchange information, arrange steps and synchronize the different services to avoid re-traumatizing the child and to speed up the child protection process.

Which situations require a consultation meeting with other departments and services?

- » All reports of sexual abuse and severe physical abuse require scheduling such an appointment at an early stage of assessment, even at the initial assessment stage;
- » Ensuring child safety requires cooperation and agreement by multiple services;
- » Collection of evidence for litigation by different departments, but at the same time protecting the child from being re-traumatized through multiple interrogations and examinations;
- » In cases where specialized assessment that requires forensic assessment (forensic medical and forensic psychiatric assessment) is necessary for its planning and harmonization;

Definitions of Abuse and Neglect

General definition of child abuse and neglect

In general, child abuse and neglect is defined as "any form of physical and/or emotional abuse, sexual abuse, neglect or neglectful treatment or commercial or other type of exploitation that potentially or realistically poses a threat or harm to the health of the child, their survival, development or dignity, in the context of a relationship of responsibility, trust or power" (1).

In the World Report on Violence and Health and the 1999 WHO's Report of the Consultation on Child Abuse Prevention¹, four types of child abuse and neglect were identified:

- » physical abuse;
- » sexual abuse;
- » emotional or psychological abuse;
- » neglect.

PHYSICAL ABUSE

Physical abuse of children is defined as the deliberate use of physical force against a child that causes injury or is likely to harm child's health, survival, development or dignity. This includes hitting, beating, kicking, shaking, biting, drowning, blighting, burning, poisoning and suffocation. Very often, physical violence against children in the home is actually performed with a punishing object. The most common reason for physical abuse is corporal punishment as a disciplinary measure in the child's "upbringing".

Physical abuse also involves the deliberate causing symptoms of disease on the child by parents, caregivers or other adults responsible for the child (the so-called Minchausen syndrome by proxy).

SEXUAL ABUSE

Sexual abuse is defined as the involvement of children in sexual activity, which the child does not fully get and understand, for which they are unable to give informed consent or for which the child is not yet fully developed, or any other type of activities that violate the laws or social norms of the society. Children can be sexually abused by adults, but also by other children who according to their age (at least 5 years of age older) and stage of development are in a position to be responsible, who are trusted by the victim or have the power above them. This may include, but is not limited to: seducing or forcing the child to engage in unlawful sexual activity; child exploitation for prostitution or other unlawful sexual practices; exploitation of children for pornographic performances and materials.

Sexual abuse includes: exposing and showing pornographic images, taking photos of the child's body, touching the body in a sexual manner, causing the child to touch the adult's body in a sexual manner, attempting sexual intercourse and having sex (anal, vaginal). Therefore, sexual abuse can be without and with body contact (non-penetrating and penetrating).

1 - Report of the consultation on child abuse prevention, 29-31 March 1999. Geneva, World Health Organization, 1999

EMOTIONAL (PSYCHOLOGICAL) ABUSE AND NEGLECT

Emotional or psychological abuse includes equally isolated cases, as well as the continued failure of the parent/guardian to, over time, provide an environment appropriate to the child's development and support. All actions that fall under this category bear a high likelihood of harming the child's physical or mental health or their physical, mental, spiritual, moral or social development. Abuse of this kind includes: rejection, degradation, accusation, threatening, intimidating, terrorizing, isolating, corrupting, discriminating or mocking; exploitation and other non-physical forms of refusal or hostility and lack of emotional response.

NEGLECT

Neglect includes equally isolated cases, as well as the continued failure of the parent/guardian to provide conditions for the appropriate development and well-being of the child - when the parent is able to do so - in one or more of the following areas:

- » health protection;
- » Education;
- » emotional development;
- » nutrition;
- » shelter and safe living conditions.

The last one implies a failure to supervise and protect the child against any harm, to the extent practicable.

Neglect should be differentiated from poverty, when parents/guardians, despite the best wishes, are unable to provide the child with what they need to develop.

EXPLOITATION

Commercial or other type of child exploitation refers to the child's use for work or other activities, for the benefit of others. This type of abuse includes child labour, child prostitution, child abduction or child trafficking for the purpose of child labour or sexual exploitation. These actions disrupt children's physical and mental health, their emotional, social and moral development and their educational process.

Facts about Child Abuse and Neglect

Why is child abuse and neglect a public health and social problem?

Because they are causes of death for children, causes of impairment of their physical and mental health, causes of long-term consequences that disrupt children's development. Abused children often suffer from physical injuries, such as cuts, suffusion of blood, burns, fractures. Abuse and neglect cause stress that disrupts early brain development. Extreme stress can disrupt the nervous and immune systems². Children who have been abused or neglected in childhood are

2 - Perry B. Examining child maltreatment through a neurodevelopmental lens: clinical applications of the neurosequential model of therapeutics. *Trauma and loss*, 2009, 4(4): 240–255.

at greater risk of developing health problems³ later as adults. These problems include alcoholism, depression, drug use, risky sexual behaviours, suicides, eating disorders, as well as some chronic illnesses⁴.

WHICH CHILDREN ARE AT RISK OF ABUSE AND NEGLECT?

All children are exposed to abuse and neglect. But some factors can increase the risk of abuse and neglect, though their presence does not always mean that they will. According to the environmental model of risk factors for violence, they are divided into the following groups: individual factors, family factors, community factors, and social risk factors.

The child's individual risk factors are the following: age (children up to 4 years are at highest risk for death and serious injury as a result of abuse and neglect), disability (physical and intellectual), severe temperament of the child, hyperactivity. Family risk factors are conflicting marital relationships, high levels of stress in the family, family violence, family members' alcohol and drug abuse, family isolation and lack of social support, chronic health problems of family members. Risk factors at community and societal level are: poverty, unemployment, high levels of community violence, inequalities of a different kind that create an environment that tolerates child abuse and neglect.

FRAMEWORK FOR RISK ASSESSMENT FOR ABUSE AND NEGLECT OF CHILDREN AND THEIR FAMILIES

When assessing whether a child is at increased risk for CAN, the following factors should be considered⁵:

CHILD DEVELOPMENT

Health

- » Factors of the disorder itself;
- » Appropriate health care;
- » Adequate growth, development, physical and mental well-being;
- » Genetic factors;
- » Regular immunization and regular systematic examinations;
- » Dental care;
- » Age-appropriate advice on sexuality and substance abuse;

3 - Felitti VJ, Anda RF, Nordenberg D, Williamson DF, Spitz AM, Edwards V, Koss MP, Marks JS. Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. *American Journal of Preventive Medicine*, 1998, 14:245–258.

4 - Ranyan D, Wattam C, Ikeda R, Hassan F, Ramiro L. Child abuse and neglect by parents and caregivers. In: Krug E, Dahlberg LL, Mercy JA, Zwi AB, Lozano R, editors. *World Report on Violence and Health*. Geneva, Switzerland: World Health organization; 2002. p.59-86.

5 - Downloaded and Adapted from "Devon partnership NHS, Child protection Protocol, Policy Number C 26, reviewed March 2008".

Education

- » Playing and group interaction opportunities with children;
- » Provided access to books;
- » Provided adoption of skills and interests;
- » Expressing parental interest in the child's educational activities, progress and achievements;
- » Measures taken to detect special needs in the child;

Emotional and Behavioural Development

- » Adequate response of the child to parents/guardians;
- » The nature and quality of the child's early attachment, characteristics and temperament;
- » Adjustment to changes, response to stress and appropriate self-control;

Identity

- » Child's perceptions of themselves and their abilities;
- » Sense of self-esteem and an adequate self-image;
- » Sense of acceptance from the family, peers and the wider community;

Family and Social Relationships

- » Child's ability to empathize and understand others;
- » Stable and warm relationships with parents/caregivers/guardians;
- » Age-appropriate relationships with siblings and peers;
- » An adequate response from the family to these relationships;

Social Representation

- » Child's attitude towards their own appearance and behaviour;
- » The appropriateness in the manner of dressing according to age, gender, culture and religion;
- » Maintenance of hygiene;
- » Tips by the parents/caregivers on the appearance;

Self-Care

- » Adoption of practical, emotional and communication skills;
- » Dressing and self-nutrition skills;
- » Self-confidence and practical skills that enable the development of independence;
- » Encouraging adoption of problem solving skills;
- » Impact of child disorders and other vulnerabilities;
- » Social circumstances affecting the development of self-care skills;

PARENTAL CAPACITIES

Main Care

- » Providing physical, medical, dental care to the child;
- » Providing food, shelter, clean and appropriate clothing;
- » Adequate personal hygiene;

Ensuring Security

- » Protection against danger and injury;
- » Protection from unsafe adults and other children;
- » Protection against self-harm;
- » Recognizing dangerous situations;

Emotional Warmth

- » Positive feeling in the child that they are valued and have their own identity;
- » Reliable, stable and warm relationship with adults;
- » Adults who provide a sensitively appropriate response;
- » Demonstrating warmth, praise and encouragement;

Stimulation

- » Encouraging and cognitive stimulation;
- » Appropriate answer to the questions of the child according to the level of language development;
- » Encouraging play and enabling educational achievement;
- » Encouraging success and allowing school attendance;

Leadership and Boundaries

- » Demonstrating and modelling appropriate behaviour towards the child;
- » Controlling emotions and interacting with others;
- » Encouraging the development of an internal model of moral values and conscience;
- » Development of appropriate social behaviour;
- » Enabling research activities, learning and non-protective behaviour;
- » Boundaries that include social problem solving, anger and anger management, effective discipline and behaviour shaping;

Stability

- » Providing a stable family environment that enables the development of secure attachment and optimal development;
- » Adjustment of the parent to the child's developmental progress;
- » Maintaining contacts of the child with the important adults;

FAMILY FACTORS AND ENVIRONMENT

Family History and Functioning

- » Biological and psychosocial factors;
- » Who lives in the family and their relationship with the child;
- » Significant changes in family composition;
- » Child's experience with parents;
- » Significant life events and their importance to the family;
- » Family functioning, sibling relationships, and the impact on the particular child;

Parental Strengths and Weaknesses

- » Relationships between separated/divorced parents;
- » Wider family system: who makes up the family and what are their roles and relevance to the family;
- » Other important persons to the family beyond the circle of relatives: who makes up the family and what are their roles and importance to the family;

Housing

- » Existence of basic necessities such as water, heating, toilet, kitchen;
- » Organization of the sleep, hygiene and safety at home;
- » Are they appropriate to the age of the child and other family members;
- » Are there family-members with disabilities;

Employment

- » Who works in the family and relationships with others;
- » Family views on work and work status;
- » Impact on the child;

Income

- » Available, sustainable income;
- » Beneficiaries of any allowance;
- » Whether the income meet the needs of the family;
- » Appropriate use of resources;
- » Financial difficulties affecting the child;

Family Integration

- » The community in which the family lives and its impact on the child and the family;
- » Level of isolation or integration with peer groups, friends, social relationships and their meaning;
- » Resources within the community;
- » Services and opportunities available within the community;
- » Providing primary health care, day care, school, transportation, shops and entertainment activities;
- » Access to the resources and impact on the family and all its members;

2. DRAFT ACTION PLAN FOR REDUCTION OF VIOLENCE

TOPIC I -
BULLYING

- » Policies and procedures
- » Capacities and competencies of teachers, parents and students
- » Implementation of activities by teachers, parents and students

TOPIC II -
SCHOOL SAFETY
AND COOPERATION
WITH PARENTS

- » Policies and procedures
- » Capacities and competencies of teachers, parents and students
- » Implementation of activities by teachers, parents and students

TOPIC III -
COOPERATION
WITH INSTITUTIONS

- » Policies and procedures
- » Capacities and competencies of teachers, parents and students
- » Implementation of activities by teachers, parents and students

TOPIC IV -
MAINTAINING AND
UPDATING THE
ESTABLISHED
CRITERIA AND
PRACTICES

- » Policies and procedures
- » Capacities and competencies of teachers, parents and students
- » Implementation of activities by teachers, parents and students

TOPIC V -
DEMOCRATIC
PARTICIPATION OF
THE STUDENTS IN
THE SCHOOL

- » Policies and procedures
- » Capacities and competencies of teachers, parents and students
- » Implementation of activities by teachers, parents and students

TOPIC VI -
TEACHER-STUDENT
RELATION
VIOLENCE

- » Policies and procedures
- » Capacities and competencies of teachers, parents and students
- » Implementation of activities by teachers, parents and students

DRAFT ACTION PLAN FOR REDUCTION OF VIOLENCE

Based on interviews with groups of students, parents and teachers, the following three topics are proposed to be addressed during the following calendar year: peer violence, school safety, and cooperation with institutions to detect and prevent violence.

TOPIC I – BULLYING			
ACTIVITIES	INTERVENTION AREAS		TIMEFRAME
	A. Policies and procedures	B. Capacities and competencies of teachers, parents and students	C. Implementation of activities by teachers, parents and students
I.1. Protocol for reaction in a case of peer violence (bullying)	Development of Protocol for reaction in a case of peer violence that will define procedures for reporting, dealing with the victim, the witnesses and the person/ group doing violence, including measures for follow-up monitoring and sanctioning of the violence	Introduction of the Protocol to all stakeholders in the school (Verbal presentation, discussion and dissemination of paper copies)	Displaying of the Protocol at public locations in the school, acting in accordance with the Protocol
RESPONSIBLE PERSONS	Principal, staff, teacher from subject teaching and teacher from class teaching (both are coordinators of the activities for reduction of the violence in the schools), parent of a student from subject teaching and parent of a student from class teacher	Class teachers and school staff	School staff Everybody in the school

<p>II. Prevention of bullying</p>	<p>Introduction of trainings and participation in projects for identification and reaction in situations of peer violence (bullying) in the annual program of the school</p>	<p>1. delivery of trainings (in-house – according to the OVZh program and other external – using outsourced experts) for awareness raising regarding:</p> <ul style="list-style-type: none"> » violence » human rights and children rights » non-violent communication <p>2. inclusion in projects for:</p> <ul style="list-style-type: none"> » peer mediation » conflict resolution, with special emphasis on bullying » inclusion of persons with disability with teachers, parents and students <p>3. improving the resilience of the students</p> <p>4. inclusion of the school staff in trainings for provision of advisory services for the students that initiate bullying</p>	<p>Delivery of semi-annual/ annual program for prevention of bullying in the frames of the class activities and the extra-curriculum activities</p>	
<p>RESPONSIBLE PERSONS</p>	<p>Principal, the school staff</p>	<p>Coordinators of the Program for reduction of the violence</p>	<p>Class teachers, school staff</p>	

TOPIC II – SCHOOL SAFETY AND COOPERATION WITH PARENTS			
ACTIVITIES	INTERVENTION AREAS		TIMEFRAME
II. 1 Safe school environment (physical environment)	A. Policies and procedures	B. Capacities and competencies of teachers, parents and students	C. Implementation of activities by teachers, parents and students
	<p>Planning of periodical surveys of the safety in the school building</p> <p>Adoption of Decision/ Rulebook on introduction of procedures for reporting and approval of entry into school during the teaching hours and the breaks</p> <p>Adoption of Decision/ Rulebook on introduction of procedure for on-duty work by the teachers and students during the teaching hours and the breaks</p> <p>Adoption of special safety measures for the vulnerable students (with special needs, minority groups)</p>	<p>Development of survey to be used for periodical assessment of the safety in the school building by surveying teachers, parents and students</p> <p>Presentation of the rulebooks and the special safety measures to all stakeholders in the school (verbal presentation, discussion and dissemination of paper copies)</p>	<p>Implementation of periodical survey of the safety in the school building by surveying teachers, parents and students and public presentation of the results</p> <p>Consistent implementation of the procedure for reporting and approval of entry in the school during the teaching hours and the breaks</p> <p>Consistent implementation of the procedure for on-duty work by the teachers and students during the teaching hours and the breaks</p> <p>Consistent implementation of the special safety measures for the vulnerable students (with special needs, girls, minority groups)</p>

<p>II.2 Safe school environment (social environment)</p>	<p>Introduction of commitment for building atmosphere of respect towards diversity, tolerance and cooperation in the annual school program.</p> <p>Development of procedures and policies for fair punishment by respecting the dignity of the person.</p>	<p>1. delivery of trainings by outsourced experts for:</p> <ul style="list-style-type: none"> » team building » mutual trust and cooperation <p>Between the teachers, the teachers and the students, and between the teachers and the parents</p> <p>2. involvement of the school staff and the coordinators in the activities for reduction of the violence – trainings for team building, mutual trust and cooperation between the students</p> <p>Familiarizing of everyone involved in the school with the policies and procedures for fair punishment by respecting the dignity of the person.</p>	<p>Implementation of semi-annual/ annual program with activities for respect for differences, tolerance, team work and cooperation</p> <p>Building school climate of cooperation vs competition, respect for the differences and tolerance, instigation of critical thinking in the everyday work with the students during the teaching process and the extra-curricular activities</p> <p>Implementation of periodical joint activities of the students, teachers and parents towards improving the safety in the school</p> <p>Consistent implementation of the policies and procedures for fair punishment by respecting the dignity of the person</p>	
<p>RESPONSIBLE PERSONS</p>	<p>Principal, the school staff, the responsible teachers – coordinators of the activities for reduction of the violence, students – representatives of the schools community</p>	<p>Class teachers and school staff</p>	<p>School staff</p> <p>Everybody in the school</p>	

TOPIC III – COOPERATION WITH INSTITUTIONS			
ACTIVITIES	INTERVENTION AREAS		TIMEFRAME
	A. Policies and procedures	B. Capacities and competencies of teachers, parents and students	C. Implementation of activities by teachers, parents and students
III.1. Cooperation with institutions in the municipality	<p>Introduction of a plan for cooperation with institutions and organizations on local level (State Educational Inspectorate, Bureau for Development of Education, Center for Social Work Gazi Baba, the police precinct, the first children embassy in the world – Megjashi, counselors/ Commission for Education in the municipality, Development Advisory services, Psychotherapist, Defectologist, etc.) towards prevention and reduction of the violence in the school, including allocation of responsibilities in the provision of assistance</p>	<p>Introduction of the plan to all stakeholders in the school</p> <p>Presentation of the responsibilities, duties and experiences towards prevention and reduction of the violence in the school in the various institutions and organizations</p>	<p>Consistent implementation of the plan</p> <p>Delivery of lectures, debates and workshops inside or outside the school at which the teachers, parents and the students will get familiar with the work and responsibilities of the various institutions and organizations</p> <p>Implementation of joint actions for care in the community</p>
III.2. Cooperation with schools in the municipality and in the country	<p>Development of plan for sharing of experiences of the schools from the implementation of the program for prevention and reduction of the violence in the schools</p>		<p>Creating network for cooperation aimed for sharing of experiences via electronic platforms and direct contact</p>
RESPONSIBLE PERSONS	<p>Principal, the school staff, the responsible teachers – coordinators of the activities for reduction of the violence, students – representatives of the schools community</p>	<p>the responsible teachers – coordinators of the activities for reduction of the violence, students – representatives of the schools community</p>	<p>the responsible teachers – coordinators of the activities for reduction of the violence</p> <p>Everybody in the school</p>

TOPIC IV – MAINTAINING AND UPDATING THE ESTABLISHED CRITERIA AND PRACTICES			
ACTIVITIES	INTERVENTION AREAS		TIMEFRAME
	A. Policies and procedures	B. Capacities and competencies of teachers, parents and students	C. Implementation of activities by teachers, parents and students
I.1. Maintaining the established criteria and practices	Written documenting and detailed elaboration of all criteria, procedures, codes and rulebooks in the school	Presentation of the protocol to all stakeholders in the school (verbal presentation, discussion and dissemination of paper copies)	Consistent acting in accordance with the written documents
RESPONSIBLE PERSONS	Principal, school staff representatives, teacher from class teaching and teacher from subject teaching (coordinators of activities for reduction of the violence in the schools), parent of a student from class teaching and parent of a student from subject teaching	Class teachers and school staff	School staff Everybody in the school
II. Updating the established criteria and practices	Inclusion in trainings and participation in projects on topics of interest for the school for the students and teachers in the annual program of the school	1. delivery of trainings with outsourced experts for awareness raising on: <ul style="list-style-type: none"> » sexual violence » social cohesion » rights of the children » children under risk » team work 2. strengthening of the student resilience	Delivery of semi-annual/ annual program for prevention and reduction of violence and discrimination
RESPONSIBLE PERSONS	Principal, the school staff	Coordinators of the violence reduction program	Class teachers, school staff

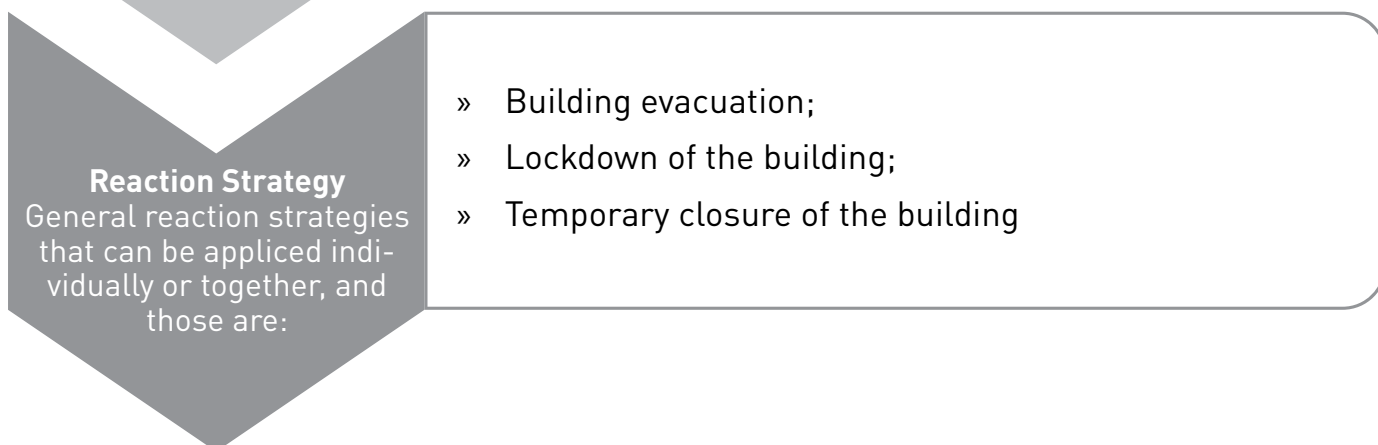
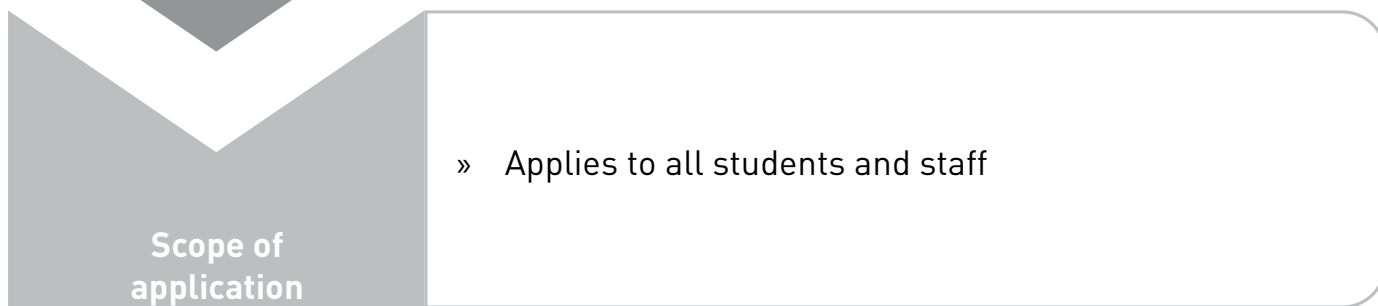
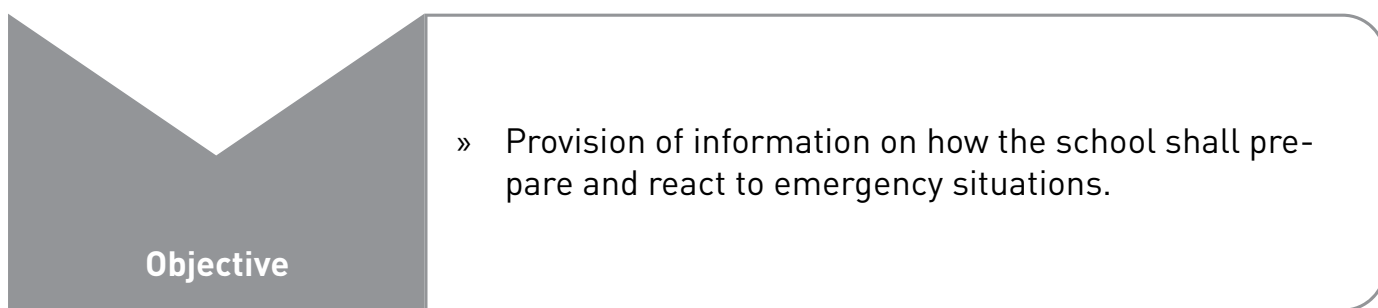
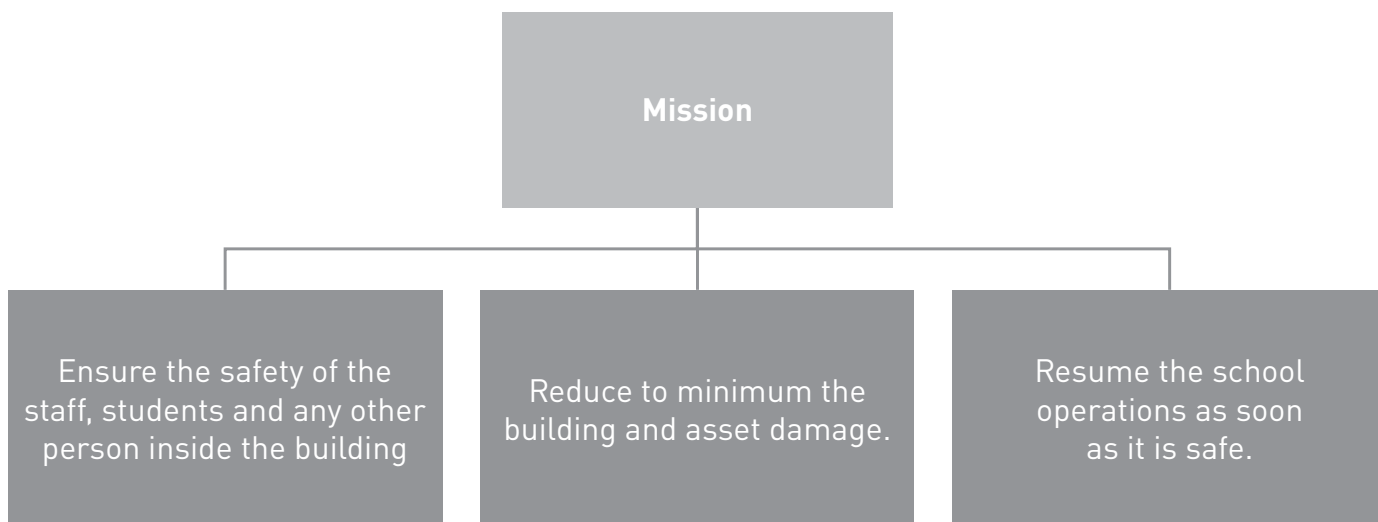
TOPIC V – DEMOCRATIC PARTICIPATION OF THE STUDENTS IN THE SCHOOL			TIMEFRAME
ACTIVITIES	INTERVENTION AREAS		
	A. Policies and procedures	B. Capacities and competencies of teachers, parents and students	C. Implementation of activities by teachers, parents and students
II.1 Elections	Introduction/ update and revision of the procedure for election of presidency of the class and school community ⁶	Familiarization with the procedure for election of presidency of the class and school community	Implementation of fair and democratic elections for presidency of the classes and the school community
II.2 Activities for change	Inclusion of a detailed plan for work of the school community in the Annual Program of the school	Coordination of the activities of the students – members of the school community	Implementation of activities for change in the school by the school community
III.3 Inclusion in the decision making process	Preparation of procedures for inclusion of student representatives in the decision making processes in the school	Training on the need and importance for democratic inclusion of the students in the decision making process in the school	Inclusion of the students in the decision making processes in the school
RESPONSIBLE PERSONS	Principal, the school staff, the responsible teachers – coordinators of the activities for reduction of the violence, students – representatives of the schools community	The responsible class teachers, the responsible teachers – coordinators of the activities for reduction of the violence, students – representatives of the schools community	Class teachers, students, the principal

6 - According to the Manual for Democratic Participation of Students in the School <http://pmio.mk/wp-content/uploads/2013/08/Demokratska-participacija-A.pdf>
<http://pmio.mk/wp-content/uploads/2013/08/Demokratska-participacija-M.pdf>

VI TEMA – TEACHER – STUDENT RELATION VIOLENCE				
ACTIVITIES	A. Policies and procedures	INTERVENTION AREAS	TIMEFRAME	
III.1. Functionality of the legal policies and procedures related to sanctioning of students and zero tolerance for physical and psychological punishment of students	Introduction of a commitment for zero tolerance for physical and psychological punishment of students in the official documents of the school	B. Capacities and competencies of teachers, parents and students Presentation for all the stakeholders of the provisions from the Law on Elementary Education relating to responsibility of a teacher (staff) in a case of use of physical and psychological punishment against student (verbal presentation, discussion and dissemination of paper copies) Presentation of a Protocol for safety and dealing with students in a case of violence as well as Strategy for reduction of the violence in the schools 2012-2015 (verbal presentation, discussion and dissemination of paper copies) Presentation of the procedure for reporting physical and psychological punishment (verbal presentation, discussion and dissemination of paper copies) 1. delivery of trainings for alternatives to punishment and ensuring discipline, by outsourced experts, for teachers, parents and students <ul style="list-style-type: none"> » non-violent communication » violence and consequences » communication skills » provision of feedback » compliance to procedures (individual responsibility) » understanding and resolution of conflicts » stress management 	C. Implementation of activities by teachers, parents and students Consistent implementation of the procedures Providing conditions (mailbox, anonymous call, cooperation with local and other NGOs) for implementation of procedures for reporting of physical and	
	Introduction of safe procedure for reporting physical and psychological punishment by teachers			

<p>RESPONSIBLE PERSONS</p>	<p>Principal, the school staff</p>	<p>Coordinators of the program for reduction of the violence</p>	<p>Principal, the school staff, the teachers-coordinators responsible for activities for reduction of violence</p>	
<p>III.2. Cooperation with schools in the municipality and in the country</p>	<p>Development of plan for sharing of experiences of the schools from the implementation of the program for prevention and reduction of the violence in the schools</p>	<p>Instigation of mutual learning by sharing positive practices in relation to safety in the school</p>	<p>Creating network for cooperation aimed for sharing of experiences via electronic platforms and direct contact</p>	
<p>RESPONSIBLE PERSONS</p>	<p>Principal, the school staff, the responsible teachers – coordinators of the activities for reduction of the violence, students – representatives of the schools community</p>	<p>The responsible teachers – coordinators of the violence, students – representatives of the schools community</p>	<p>the responsible teachers – coordinators of the activities for reduction of the violence Everybody in the school</p>	

3. EMERGENCY SITUATIONS REACTION PLAN



Immediate danger	The person in charge of reacting in emergency situations shall:	Follow-up reaction
<ol style="list-style-type: none"> 1. Activate the emergency response team; 2. Identification of the expected impact and the risk; 3. Review of the response plan; 4. Consultation with the stakeholders in dealing with emergency situations (local, regional, national); 5. Deciding about the strategy; 6. Implementation of the strategy; 7. Initiation of the communication plan; 8. Reviewing the possibility to resume the work 	<ol style="list-style-type: none"> 1. Evaluate the security of the students and the staff 2. Contact the emergency situation services if needed; 3. Do evaluation or temporary closure, if needed; 4. Inform the local emergency response services; 5. Monitoring of the situation and reacting; 6. Implementation of communication strategy. 	<ol style="list-style-type: none"> 1. Evaluation of the security of the students and the staff; 2. Evaluation of the situation with the school premises 3. In case of visible damage or potential danger, on-site inspection is organized; 4. If necessary, the possibility for temporary closure is also considered; 5. The work resumes only if the conditions allow it

Emergency response team of an organization:

Role	Responsible person	Contact:
Person in charge of reacting to emergency situations
Officer for operations

Officer for logistics

Communications officer
Financial officer		
Security and well-being officer		

The contact persons list is integral part of the Plan for Emergency Situations Management. It includes the organizationally and regionally responsible entities and mechanisms for assistance before, during or after the event.

Map of the school location**Evacuation Plan**

Priority	Safety of the students and the staff
Reporting the emergency	Make a call immediately in a case of emergency situation
Evacuation	Signal Inform the staff and the students about the urgent evacuation verbally or by phone
	Procedure Acting in accordance with the Evacuation Plan
	Special instructions Do not use the lift
Evacuation	Evacuation area Street
	Evacuation procedure <ul style="list-style-type: none"> » Preparations for evacuation » Preparation of the job location for leaving the premises. » Turning off the computers; disconnecting the gas supply, including electricity only if absolutely certain that that procedure should be follows. » In a case of fire, close all doors in the room after existing from those doors – do not lock them. » Assist the people facing immediate danger. » Abandoning of the building using the most secure route. » Adherence to all instructions provided by the person in charge of reacting in emergency situations. » Start moving calmly from the place of congregation or other safe area, and staying there until further instructions are received. » Following the instructions of the person in charge of emergency situations
Evacuation	» Nobody shall return to any of the premises – until approval is obtained from the person in charge of emergency situations.
General principles	<ul style="list-style-type: none"> » The children safety is priority » All students and staff are automatically excluded. » No person should be put in a position of risk » Evacuation drill is carried out at least once a year. In addition, the fire extinguishing device is also checked once a year. » The officer in charge of security is also in charge of disconnecting the electricity, for contacting the emergency services and sending of assistance that will take them to a safe distance.
Communication	If the evacuation is taking longer time, the person in charge of reacting in emergency situations is activating communication plan in order to inform the staff and the students about the next steps.
Preparations	<ul style="list-style-type: none"> » The emergency evacuation map must be clearly displayed in all rooms » The persons assisting the evacuation are provided with a brief overview of the evacuation plan

1. Action in special emergency situations

<p>Fire in the building</p>	<ol style="list-style-type: none"> 1. Call the firefighting services at 193 and follow the instructions, 2. Inform the students and the staff that they have to leave the premises, 3. Report the emergency situation immediately 4. Put out the fire (only if it safe), 5. If necessary, follow the evacuation procedures at the location: <ul style="list-style-type: none"> » Evacuate in the meeting room by closing all doors and windows behind you, » Check whether all staff, students and visitors are accounted for, » Contact the parents if there are children in the time of the fire.
<p>Bomb or hazardous material threat</p>	<ul style="list-style-type: none"> » Call the police at 192 and follow the instructions, » Report the threats to the person in charge of emergency situations » Do not touch any suspicious object, » If suspicious object is found or if you have identified danger in a particular space, in that case evacuation can be considered, » If necessary, and under safe conditions, leave the area immediately if you are in the vicinity of the threat » Make sure that there are no people moving around the building » Make sure that the persons that have been evacuated are actually moved to a safe location <p><i>If they threaten with a bomb/ hazardous materials via telephone call:</i></p> <ul style="list-style-type: none"> » Do not interrupt the call, » If possible, make a list of threats while the telephone conversation is ongoing, » Hold the caller on the line as long as possible in order to obtain as much information as possible, » Call the police on 192, from a different telephone, without having the caller know about that. <p><i>If the bomb/ hazardous material threat has been received via post:</i></p> <ul style="list-style-type: none"> » Place the letter in a clean bag or sleeve, » Avoid touching the envelope or the object further, » Call the police on 192, ask for advice and follow that advice, » Inform the person responsible for emergency situations. <p><i>If the bomb/ hazardous material threat has been received electronically or via the website of the organization:</i></p> <ul style="list-style-type: none"> » Do not delete any messages, » Call 192 for emergency, ask for advice and follow that advice, » Inform the person responsible to react in emergency situations.

<p>Weather calamities</p>	<p><i>Sudden event during business hours</i></p> <ul style="list-style-type: none"> » Call 192 or 195 should you require the services for emergency situations and follow the advices, » Council with the person responsible to react in emergency situation, » Before the storm secure or keep the objects located outside, such as garden furniture or garbage bins, » Disconnect the electrical equipment – cover it and/ or move it away from the window, » Secure the doors (closed curtains and blinds) and the external doors. If necessary, stick tape at the windows and the glass doors. Use also sand bags if necessary; » Lock. <p><i>During large thunderstorm:</i></p> <ul style="list-style-type: none"> » Stay inside the building and do not stand close to the windows, » Limit the telephone calls only to emergency services, especially during thunderstorms, » Report all issues related to the safety and wellbeing of the students, staff and visitors to the person responsible to act in emergency situations, » Listen to the local radio or television using batteries, for warnings about the weather and advices. <p><i>Prognosis of next events (for example: storm, flood)</i></p> <ul style="list-style-type: none"> » If the weather warning and the advices of the emergency situation services refer to serious weather calamities at the location, the person in charge of reacting in emergency situations shall decide whether the organization shall be temporary closed. » The temporary closure procedure must be implemented.
<p>Earthquake</p>	<ul style="list-style-type: none"> » Call 192 or 195 for emergency situations, ask for advice and follow it » Evacuate at a safe location, » Check whether all students and staff are accounted for, » Wait for all clear advices from the emergency situation service or further advices before resuming the normal activities

2. Local/ regional reaction tea

Level	Team	Officer in charge	Appointed Officer
Local

3. Communication details**Contact details of the organization**

Position	Name and surname	E-mail	Telephone:
Director			
Program Manager			
Program Manager			
Project Coordinator			
Coordinator of Children Information Cultural Service - DX			
Financial Manager			
Coordinator for public relations			
Software assistant			
Software assistant			

4. Emergency situation telephone numbers

Copy of this list should be placed right next to the central telephone

Service	Contact	Telephone:
Police	Life threat or temporary critical urgency	192
	Non-life threatening incident	192
	Local police station	
Ambulance	Local health homes	
Police	Emergency service	193
National emergency response service		
Hospital	Emergency service	194
Electricity	Power supply company	
Gas supplier		
Children safety service	Center for social work	

Local community contact

	Contact	Telephone
		/

5. Trained staff

Team member	Training	Trained by:

6. General information

Telephone numbers:			
Location	Telephone number		
Institution	Location	Service provider	Location for switching off the service
Gas			
Water			
Electricity			