



Child Rights & Protection

**B.Ed.,
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UNIT – 5

SKILLS IN PROMOTION OF CHILD PROTECTION AND PARTICIPATION



The Right
and a
Enviro

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How to identify children in vulnerable situations.

- Child Abuse and Neglect
- Poverty and Homelessness
- Refugee or Displaced Children
- Children with Disabilities
- Child Labour and Exploitation
- Substance Abuse and Mental Health
- Orphans and Unaccompanied Minors



Identifying and recognizing the warning signs and factors of varying types of child abuse and neglect

Physical Abuse: Warning signs:

- i. Unexplained bruises, welts, or injuries in various stages of healing
- ii. Frequent injuries or injuries inconsistent with the explanation given
- iii. Fear of going home or being around a particular person
- iv. Aggression, withdrawal, or fearfulness



Contributing factors:

- i. High-stress family environment
- ii. History of violence in the family
- iii. Substance abuse or mental health issues in the caregiver
- iv. Emotional Abuse: Warning signs:
 - v. Excessive fearfulness, withdrawal, or aggression
 - vi. Low self-esteem, depression, or anxiety
 - vii. Extreme behaviour or emotional outbursts
 - viii. Delayed emotional development.
- ix. Contributing factors:
 - x. Caregiver's constant criticism, rejection, or humiliation
 - xi. Witnessing domestic violence or experiencing family conflict
 - xii. Isolation from social support networks

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Sexual Abuse: Warning signs:

- i. Difficulty walking or sitting, or sudden refusal to participate in activities involving changing clothes.
- ii. Unexplained genital or anal pain, bleeding, or infections
- iii. Age-inappropriate sexual knowledge or behaviours
- iv. Avoidance of specific individuals or places

Contributing factors:

- i. Access to the child by an abuser
- ii. Lack of awareness or education about sexual abuse
- iii. Familial or societal norms that perpetuate silence and secrecy around sexual abuse.

Neglect: Warning signs:

- i. Poor hygiene, inadequate clothing, or malnourishment
- ii. Frequent absences from school or untreated medical conditions
- iii. Lack of supervision or leaving a child alone at an inappropriate age
- iv. Inconsistent or absent parental care

Contributing factors:

- i. Parental substance abuse, mental health issues, or intellectual limitations
- ii. Poverty and lack of resources
- iii. Domestic violence or unstable living conditions

Child Exploitation: Warning signs:

- i. Engaging in commercial sexual activities or involvement in child pornography
- ii. Frequent unexplained absences from home or school
- iii. Sudden acquisition of expensive items or money
- iv. Exhibiting behaviours associated with substance abuse or emotional distress.

Contributing factors:

- i. Poverty and lack of economic opportunities
- ii. Family dysfunction or neglect
- iii. Trafficking networks and organized criminal activities.



Skills to deal with the children affected by violence

Dealing with children affected by violence requires a compassionate and supportive approach. Here are some essential skills to help you effectively support and interact with these children:

- **Active Listening**
- **Establish Trust and Rapport**
- **Trauma-Informed Approach**
- **Safety Planning**
- **Emotional Regulation**
- **Boundaries and Self-Care**
- **Cultural Sensitivity**



Role of Teachers and other professionals in diagnosing and reporting suspected cases of child abuse and neglect

Observation and Recognition
Documentation
Communication and Collaboration
Reporting
Confidentiality and Privacy
Supportive Role



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Environment**

Psycho-Social support and referral services for the vulnerable children

Psycho-social support refers to a range of interventions and services that aim to promote the psychological and social well-being of individuals who have experienced or are experiencing significant psychological, social, or emotional challenges. It recognizes the interconnectedness of psychological and social factors and focuses on addressing the impact of these factors on a person's overall well-being.



Emotional Support
Psychological Counselling and Therapy
Skill-Building and Coping Strategies
Information and Psychoeducation
Social Support Networks
Community Integration and Participation
Advocacy and Empowerment



Teachers as mentors of children for ensuring their participation and protection

Teachers play a vital role as mentors in ensuring the participation and protection of children. Ensuring children's participation and protection requires a comprehensive and multi-faceted approach. Here are some ways in which teachers can fulfil this role:

Building Trust and Creating a Safe Environment

Encouraging Active Participation:

Promoting Inclusion and Equality:

Recognizing and Responding to Individual Needs

Teaching Life Skills and Protective Behaviours:

Identifying and Reporting Concerns

Collaboration with Parents and Guardians:

Continuing Professional Development:



Positive discipline Technique for Teacher.

Positive discipline is an approach to parenting and behaviour management that focuses on teaching and guiding children using positive and respectful techniques, rather than relying on punishment or coercion. It is based on the principles of mutual respect, clear communication, empathy, and teaching self-discipline

Mutual Respect

Clear Expectations and Boundaries

Positive Reinforcement

Natural Consequences

Redirection and Distraction

What is classroom democracy?

Classroom democracy refers to an educational approach that promotes student participation, shared decision-making, and a sense of ownership in the classroom. It aims to create a democratic learning environment where students have a voice, contribute to decision-making processes, and collaborate with their peers and teachers.

Problem-Solving and Collaboration
Time-In
Effective Communication
Modeling Positive Behaviour
Consistency and Predictability



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Skills for celebrating child rights

Celebrating child rights requires a range of skills and competencies to ensure that children's rights are upheld and promoted. Here are some key skills that are valuable for celebrating child rights

- Knowledge of Child Rights
- Advocacy and Communication
- Empathy and Active Listening
- Child Participation
- Cultural Sensitivity and Inclusion
- Collaboration and Networking
- Education and Training



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