

SPEAK OUT- BE PROTECTED!

YOUR GUIDE TO REPORTING ALL FORMS
OF VIOLENCE AGAINST CHILDREN





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Speak Out – Be Protected! Creating Child-Sensitive Reporting
Mechanisms of Alleged Cases of Violence Against Children,
Children’s Pocketbook

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**WELCOME TO THIS GUIDE WHICH HAS
BEEN PRODUCED TO HELP
YOU UNDERSTAND HOW TO REPORT
CONCERNS ABOUT VIOLENCE AND ABUSE
AND TO KNOW WHAT MIGHT HAPPEN
NEXT AFTER A REPORT IS MADE...**



EVERY CHILD HAS A RIGHT TO PROTECTION FROM ALL VIOLENCE.

Violence can mean many different things. Physical abuse, psychological abuse, sexual abuse and neglect are the main types of violence that we should all be concerned about, because these can cause children a lot of harm.

PHYSICAL ABUSE includes hurting a child, for example by hitting or beating.

PSYCHOLOGICAL ABUSE includes telling children they are worthless or always saying bad things about them. Sometimes psychological abuse is called verbal abuse.

SEXUAL ABUSE means involving a child in a sexual act, including making sexual comments (such as talking about a girl's appearance or eve teasing).

NEGLECT means not looking after a child properly – for example not giving them food or not providing care.

**WHAT DO YOU THINK
ARE THE MOST COMMON
TYPES OF VIOLENCE IN
YOUR COMMUNITY?**



A series of horizontal dashed lines for writing, spanning the width of the page. The lines are evenly spaced and extend across most of the page's width.



It is really important that all adults and children know how to keep children safe and prevent violence. However, even when people are aware, there can still be situations when children experience violence.

When violence happens, it should be reported so that the child involved can be helped and also to prevent other children being abused in the same way or by the same person.



**WHAT HAPPENS IN YOUR COMMUNITY
TO HELP CHILDREN AND ADULTS KNOW
ABOUT VIOLENCE AGAINST CHILDREN?
ARE THERE ANY STEPS IN PLACE TO
MAKE SURE CHILDREN ARE KEPT SAFE?**



A series of ten horizontal, dashed white lines are arranged vertically across the page, providing a space for handwritten answers to the questions above.



If violence is happening to you or a friend, you should try and follow these simple steps:

NO! Let the person know you do not like how you are being treated and that you know your rights. Loudly tell your abuser, "No! I don't like this and I'm not going to accept it."

GO! The next thing to do is to get away from your abuser. Remove yourself from where the abuse is happening. Find a safe place and go!

TELL! Find a person you trust and tell them about your experience.

NO! GO! TELL!

Sometimes children find it difficult to speak out about violence and follow the rules of No, Go, Tell, but the sooner you speak out, the quicker people can help stop the violence from happening.

WHO COULD YOU TELL IF YOU OR A FRIEND IS EXPERIENCING VIOLENCE?



A series of horizontal dashed lines for writing, spanning the width of the page below the question.



Remember it is adults' responsibility to protect children and there are people in the community who are there to help you!

Sometimes communities and organisations have a special way of organising how they help children and adults speak out about violence and abuse and to give the child the help they need. This is sometimes called a **REPORTING MECHANISM**.

A reporting mechanism is a set of agreed steps that explains how reports about violence against children can be made and what actions will be taken. The reason for having an agreed set of steps is so that everyone is clear about what should happen and who should be involved.



This guide can help you to either find out more about the reporting mechanism in your community or help you if you are asked to become involved in setting up a reporting mechanism.

IS THERE A REPORTING MECHANISM IN YOUR COMMUNITY? IF SO, HOW CAN CHILDREN, THEIR FRIENDS AND CONCERNED ADULTS MAKE CONTACT AND REPORT VIOLENCE AGAINST A CHILD?



Where reporting mechanisms are set up, it is important that they are run properly so that they protect children.

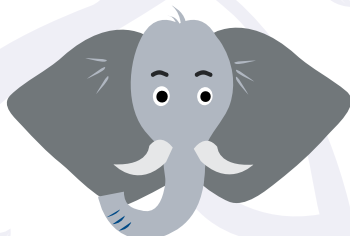
There are a number of things that need to be considered, which are explored on the following pages.

See if you can find out if the reporting mechanism in your community has these features. The mechanism is for you – so you need to know how it works!

1. ALL CHILDREN CAN USE IT!!

This means that all children must be able to make a report if they want to in a way that is best for them.

As well as children being able to make a report, it is also important that adults also know how to report a situation of violence against a child so that they know how to get help in assisting the child.



ARE THERE ANY GROUPS OF CHILDREN WHO WOULD FIND IT DIFFICULT TO USE THE REPORTING MECHANISM? HOW DO YOU THINK THE MECHANISM COULD BE MADE MORE ACCESSIBLE?



One thing that has to happen is that everyone needs to know about the mechanism.

2. ENSURES EVERYONE IS SAFE AND RESPECTED

Making a report must not place a child or their family in further danger. The way that help is given should not cause any harm.

Safety includes both physical safety but also making sure that children are not made to feel worse because they have spoken out or because of the way services are provided.



WHAT DO YOU THINK ARE SOME OF THE GOOD AND NOT SO GOOD THINGS THAT COULD HAPPEN AS A RESULT OF A REPORT OF VIOLENCE BEING MADE?



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3. INFORMATION IS KEPT PRIVATE

Information, such as details about children and their family and the person who was violent, should be kept confidential. This means that these details should only be shared with the people who need to know in order to make sure the child is helped and the violence is stopped.

Only where a child is in immediate danger should their information be passed on to someone else without checking with the child and their family that they consent to their personal details being shared.



IMAGINE A SITUATION WHERE A 14-YEAR-OLD GIRL TELLS HER TEACHER THAT HER PARENTS HAVE ARRANGED FOR HER TO BE MARRIED TO A MUCH OLDER MAN. SHE DOES NOT WANT TO MARRY HIM, BUT THE WEDDING IS TO HAPPEN IN TWO DAYS' TIME. SHE ASKS HER TEACHER NOT TO SAY ANYTHING

DO YOU THINK HER TEACHER SHOULD KEEP THIS INFORMATION SECRET? IF NOT, WHAT SHOULD THE TEACHER DO?



Four horizontal dashed lines for writing, set against a background of faint, stylized tree branches and leaves.

4. HELP IS GIVEN QUICKLY AND PROPERLY

Once a report is made, it is important that help is given as soon as possible. The mechanism should be clear about how long actions should take.



5. EVERYONE KNOWS WHAT SHOULD HAPPEN

The mechanism should be clear who is responsible for making sure things happen.

Decisions that are made should always be based on what is best for the child.



IMAGINE A SITUATION WHERE A BOY MAKES A REPORT THAT HIS SCHOOLTEACHER IS HITTING HIM. TRY TO ANSWER THE FOLLOWING QUESTIONS:



1. How can he, or a friend or his family make a report?

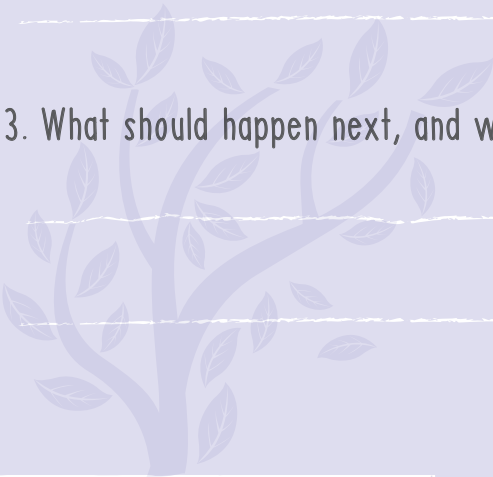
Two sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

2. How long should they have to wait for a response?

Two sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

3. What should happen next, and who should do this?

Two sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

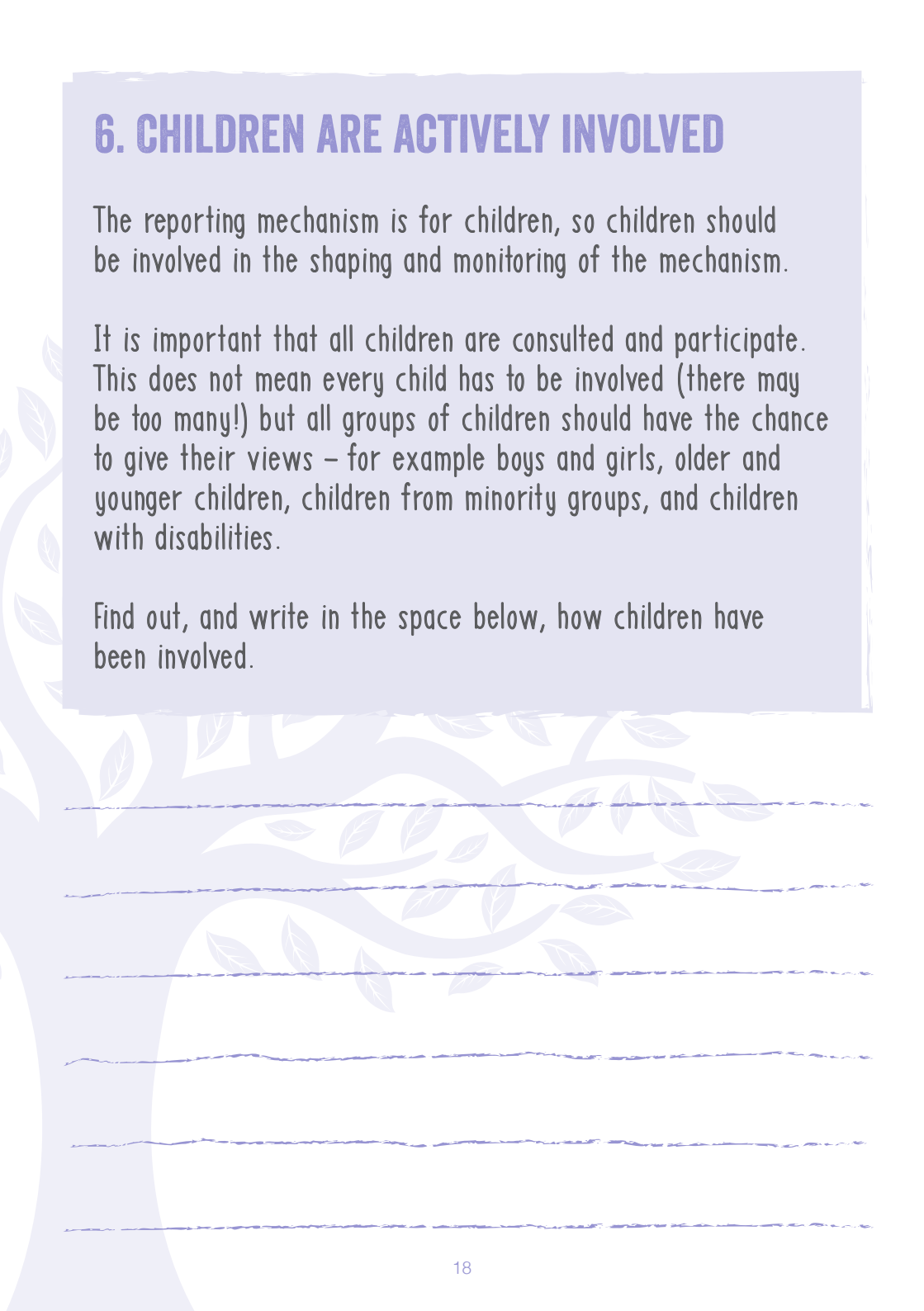


6. CHILDREN ARE ACTIVELY INVOLVED

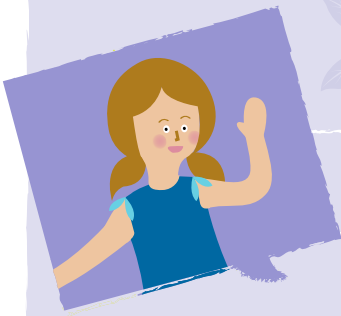
The reporting mechanism is for children, so children should be involved in the shaping and monitoring of the mechanism.

It is important that all children are consulted and participate. This does not mean every child has to be involved (there may be too many!) but all groups of children should have the chance to give their views – for example boys and girls, older and younger children, children from minority groups, and children with disabilities.

Find out, and write in the space below, how children have been involved.



HOW ELSE COULD CHILDREN BE INVOLVED IN MANAGING THE MECHANISM? WHAT DO YOU THINK YOU COULD DO TO HELP PROTECT YOURSELF AND OTHER CHILDREN?



Handwriting practice lines consisting of ten horizontal dashed lines for writing.




When a report is given by a child or about a child, decisions will have to be made about how to best help the child and their family. The child should always be involved in those decisions.

Imagine a situation where an 11-year-old girl has been sexually abused by a man from the community. The family are worried that if the girl stays in the community people will be unkind to her and blame her for getting the man into trouble.

They want her to go and live in a children's home or with her aunt and uncle in another village. She says that she wants to tell people she was not abused so she can remain with her family. Her parents don't want to do this.



1. HOW DO YOU THINK THE GIRL SHOULD BE INVOLVED IN DECIDING WHAT SHOULD HAPPEN NEXT? 

2. IF THE GIRL AND HER PARENTS DISAGREE ABOUT WHERE SHE SHOULD LIVE AND WHETHER SHE SHOULD SAY SHE WAS NOT ABUSED, WHAT SHOULD HAPPEN? 



7. KEEPS WORKING PROPERLY



It is important that the mechanism is regularly checked to make sure that it is working properly.

WHAT SORTS OF THINGS DO YOU THINK IT WOULD BE IMPORTANT TO CHECK TO MAKE SURE THAT THE MECHANISM IS WORKING PROPERLY?





YOUR PERSONAL CONTACT LIST.

Write down the names and contacts of people, who you could speak to if you needed to make a report, or if you have any questions about violence against children.

You might also want to include on this list other resources or organisations you know about that help children.

TEACHER: _____

SOCIAL WORKER: _____

COMMUNITY LEADER / FOCAL POINT FOR CHILD PROTECTION: _____

COUNSELLING SERVICE: _____



MEDICAL CENTRE: _____

CHILD HELPLINE: _____

POLICE: _____

**OTHER ORGANISATIONS OR PEOPLE
(INCLUDING PLAN INTERNATIONAL):**

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BELONGS TO:**





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