

# CONTENTS

<b>Safety and protection</b>	<b>4</b>
<b>Abuse: Know the facts</b>	<b>6</b>
<b>Take action against abuse</b>	<b>9</b>
- Who must act?	9
- Roles and responsibilities	11
<b>Abuse: Manage and prevent</b>	<b>14</b>
<b>Deal with abuse when it happens</b>	<b>16</b>
- 1. Follow procedures	16
- 2. Talking to a child who discloses abuse	16
- 3. Supporting the child	17
- 4. Dealing with the abuser	17
<b>Teach your learners about abuse</b>	<b>18</b>
<b>Example: Abuse reporting form</b>	<b>22</b>



# SAFETY AND PROTECTION.

## ABUSE HARMS CHILDREN.

All children have the right to quality education so that they can reach their full potential. But there are many things that can prevent this. Sexual abuse is one of these things. Sexual abuse hurts children. It is bad for their health, happiness and well-being. It is a barrier that prevents them from doing well and being successful at school and in life.

## SCHOOLS ARE RESPONSIBLE FOR PROTECTING AND KEEPING CHILDREN SAFE.

Schools should provide a safe and protective environment for both learners and teachers. This includes ensuring a physical environment that is free of all forms of possible injury, violence and physical abuse. For example, schools must have fences, security gates and toilet doors. Schools must also have a code of conduct. Safety and protection

includes psychological and emotional safety for learners and teachers. Schools must therefore focus on factors such as stigma, discrimination, bullying, abuse and sexual harassment. It means building a safe-school culture.

## THERE ARE MANY THINGS THAT SCHOOLS CAN DO TO TAKE ACTION AGAINST ABUSE:

- Know the facts about abuse.
- Manage and prevent abuse.
- Deal with abuse when it happens.
- Teach learners about abuse.



**SCHOOLS ARE RESPONSIBLE FOR PROTECTING CHILDREN**

# WHAT DO YOU THINK MAKES SAFE SCHOOLS?

(Tick the statements that describe a safe school).

A safe school is a place:

- |  |  |
|--|--|
| <input type="checkbox"/> That is free from danger, crime and violence.   | <input type="checkbox"/> That has good governance and management policies, and practices and procedures for ensuring that everyone is kept safe. |
| <input type="checkbox"/> Where teachers, learners and other people can work, teach and learn without fear of intimidation, harassment, violence or discrimination. | <input type="checkbox"/> Where everyone is treated with respect.   |
| <input type="checkbox"/> That insures physical and psychological safety.   | <input type="checkbox"/> Where the whole school community knows about safety and protection, and procedures for reporting bullying and abuse.    |
| <input type="checkbox"/> That has secure walls, fences and gates.  | <input type="checkbox"/> Where toilets are monitored to ensure learner safety.   |
| <input type="checkbox"/> Where the buildings and grounds are in a good state and well-maintained.  | <input type="checkbox"/> Where abusers / perpetrators are punished by the relevant authorities.  |
| <input type="checkbox"/> That practises positive discipline.   | <input type="checkbox"/> Where people who have experienced abuse get care and support.   |
| <input type="checkbox"/> Where learners and teachers are free to report abuse without fear of discrimination or victimization.                                     |  |

**Add your own ideas here:**

.....

.....

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.....

.....

# ABUSE: KNOW THE FACTS.

## WHAT IS CHILD ABUSE?

Child abuse is anything that a person does that harms a child. It is even if you know that a child is being harmed but you do nothing about it. Not acting when you know something is wrong makes you just as guilty as the abuser.

The different types of abuse include emotional, physical and sexual abuse, and neglect.

## WHAT IS EMOTIONAL ABUSE?

Emotional abuse includes things such as an adult embarrassing a child, lying to a child, constantly insulting a child or making them feel bad or stupid, manipulating a child and being inconsistent, particularly with discipline. It is also when parents seem to not care for the child.

## WHAT IS PHYSICAL ABUSE?

Physical abuse is anything that physically hurts a child. It includes burning, beating, hitting or tying-up a child, locking them in a small space, kicking them or sticking them with pins or sharp objects, and suffocation and murder. There may be signs of abuse such as bite marks, bald spots and bruises or welts, fractures, burns and stomach pains. Alcohol and drug abuse could be another sign that there is something wrong.

## WHAT IS NEGLECT?

Neglect is when a child does not have proper care, clothing, protection, medical care, hygiene, food and education. It is also when a child has insufficient sleep or emotional support. Motorists who drive with children while under the influence of alcohol or drugs are guilty of neglect.

## WHAT IS SEXUAL ABUSE?

Sexual abuse is when a person has sex with a child. It is also when a person shows a child their genitals, touches a child's genitals, or asks a child to touch their genitals. Sexual abuse also includes oral genital contact, forced masturbation, penetration and using a child to make pornography.

Some signs of sexual abuse are if the child:

- Has difficulty walking or sitting.
- Has torn, stained or bloody clothing.
- Shows inappropriate sexual knowledge.
- Is pregnant.
- Has a sexually transmitted infection (STI).

**IMPORTANT:** If children show some of these signs, it does not always mean that they are being abused. These are warning signals that there may be abuse and that you should investigate further.

## WHAT IS RAPE?

Rape is a form of sexual assault. It is when someone forces a penis or an object into another person's vagina, anus or mouth. Rape can happen to a girl, boy, man or woman.

PROTECT US  
AND KEEP US  
SAFE



## WHAT IS SEXUAL HARASSMENT?

**It can be if someone:**

- Sends sexual notes, SMSs or pictures that a person does not want.
- Wants sex in return for cash, cell phones or other gifts / favours.
- Makes sexual jokes or comments that make a person feel uncomfortable.
- Touches a person when they don't want to be touched.

## EVERY PERSON HAS THE RIGHT TO SAY NO.

When a person says no to any sexual suggestions, the other person should stop. It doesn't matter who the person is or how long they've been in a relationship. It doesn't matter if they've already had sex. They can change their minds and say no.

## SEXUAL VIOLENCE INCREASES THE SPREAD OF HIV

### IF A PERSON SAYS NO AND SOMEONE FORCES SEX, IT IS RAPE.

It is rape even if they know the person, or are in a relationship with them.

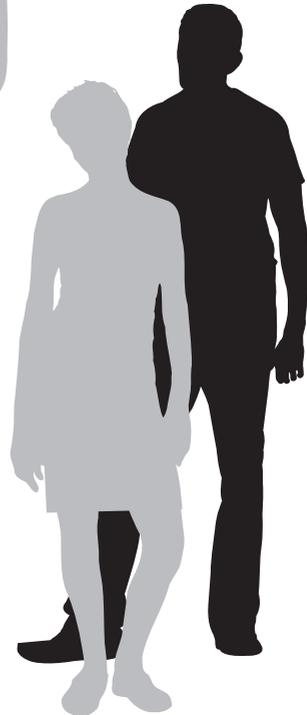
It is rape even if they have had sex with the person before.

It is rape even if they have been getting heated up and are both sexually aroused.

It is rape even if the person has given gifts, clothes or anything else.

### IT'S NEVER THE FAULT OF THE PERSON WHO WAS RAPED.

Often, when a girl has been raped, people ask what she was wearing. They say that if she looked sexy then she was asking to be raped because men can't control themselves. That is not true! A girl has the right to dress as she chooses. Men can choose to control themselves.



### KNOW THE LAW

Sex with a child who is younger than 16 is a crime.

Sex between a teacher and a learner is **always** illegal.

Adults have a legal duty to report suspected abuse of a child.

# TAKE ACTION AGAINST ABUSE!

## WHO MUST ACT?

Everyone in a school community has a role to play in tackling abuse: the head teacher, school management, teachers, learners, parents and caregivers. Encourage all role-players to get involved.

**Read the following list of responsibilities. For each one, decide who is responsible: Head teachers, teachers, learners, PTA's school management and School Support Teams, parents and volunteers. When you have finished, compare your ideas with the answers on page 10. (Note: More than one person may share the same responsibility).**

1. The well-being of all learners and teachers in the school  
\_\_\_\_\_
2. Teach learners about child rights, protection, and life skills to make sure that they are aware, informed and knowledgeable about abuse  
\_\_\_\_\_
3. Implement an awareness campaign about abuse  
\_\_\_\_\_
4. Participate in the development of a school code of conduct  
\_\_\_\_\_
5. Create a safe school environment through rules and regulations about safety issues  
\_\_\_\_\_

6. Observe children closely to help to identify children who have been abused, report all concerns, and monitor support

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7. Get to know and develop healthy relationships with learners

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8. Provide clear reporting structures and procedures for cases of abuse within the school

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9. Report all cases of abuse to the relevant authorities

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10. Keep up to date on national laws and policies about abuse

---

11. Create an effective referral and support network with local agencies, government departments and support organizations

---

12. Comply with teaching regulations, laws and codes of conduct

---

13. Create channels for reporting abuse anonymously e.g. through a suggestion/post box or 'tell a friend' system

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14. Behave with integrity, respect children and live up to the position of trust that they hold within the school

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15. Start, join and participate in learner clubs and campaigns that raise awareness and action about child safety, protection and support

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**ANSWERS:** 1. Head teacher; 2. Teacher, parents; 3. All; 4. All; 5. Head teacher; 6. Teacher; 7. Teacher; 8. Head teacher; 9. All; 10. Head teacher, teacher, PTA, School Support Team; 11. Head teacher; 12. Head teacher, teacher; 13. Head teacher; 14. Teacher; 15. Learners (with teacher's support).

## ROLES & RESPONSIBILITIES

### Head Teachers

Head teachers are responsible for the well-being of all learners and teachers in the school. They must:

- Establish a protection committee as part of the school management or school support team.
- Implement an awareness campaign about abuse targeting teachers, parents and learners.
- Create a safe school environment through rules and regulations about safety issues.
- Facilitate the development of school policy and procedures on child protection and make sure that teachers, parents, learners and other role-players understand them and know how to use them.
- Keep up to date on national laws and policies about abuse.
- Develop a code of conduct in collaboration with teachers, learners and parents.
- Give children a platform for participating in creating a safe school.
- Develop clear reporting structures and procedures for cases of abuse in the school.

- Report all cases of abuse to relevant authorities no matter who the perpetrator is.
- Create channels for reporting abuse anonymously, e.g. through a suggestion / post box or 'tell a friend' system.



## Teachers

Teachers are responsible for giving learners the highest possible standard of care and support. They must:

- Live by the motto of 'Always in the best interests of the child'.
- Behave with integrity; respect children and live up to the position of trust held within the school.
- Participate in the development of school policies and procedures around abuse and child protection.
- Abide by and implement these rules, policies and guidelines.
- Teach learners about child rights, protection, and life skills to make sure that they are informed about abuse.
- Keep up to date with policies about abuse and children's rights.
- Develop a healthy relationship with, and know learners.

## Learners

Learners participate in creating a safe school. They must:

- Help to develop and abide by the school code of conduct.
- Raise awareness about abuse at school, at home and in the community.
- Be familiar with and abide by school protection rules and procedures.

- Start, join and participate in learner clubs and campaigns that raise awareness and action about child safety, protection and support.
- When finding out about abuse of a friend, report cases to a trusted adult.
- Participate in school structures.
- Report all cases of abuse, no matter who is implicated as the perpetrator.

**VOLUNTEERS  
CAN PARTICIPATE IN  
CREATING A SAFE SCHOOL  
ENVIRONMENT**



## PTAs and School Support Teams

PTAs and School Support Teams are responsible for protecting children and keeping them safe. They must:

- Participate in creating a safe school environment.
- Raise awareness about abuse at school, home and in the community.
- Help develop and be familiar with school protection rules and procedures.
- Monitor implementation of child protection policies and practices.
- Report abuse regardless of who the perpetrators are and work with the school to make sure that action is taken against perpetrators.
- Work with the school to support learners who have been abused.
- Use PTA, School Support Team and other meetings to review policy and practices around abuse.

## Volunteers

Volunteers can participate in creating a safe school environment. They must:

- Learn about child protection policies and guidelines.
- Be familiar with and abide by school protection rules and procedures.

- Get counselling skills to support learners.
- Report all cases of abuse, no matter who is implicated as the perpetrator.
- Monitor the implementation of safety and protection policies in the school.

## Parents

Parents are responsible for protecting children and keeping them safe. They must:

- Build strong relationships with their children.
- Raise awareness about abuse at school, at home and in the community.
- Help to develop and be familiar with school protection rules and procedures.
- Get involved in children's schooling to make sure that children are protected.
- Participate in creating a safe school environment.
- Report abuse regardless of who the perpetrators are and work with the school to:
  - Make sure that action is taken against perpetrators.
  - Work with the school to support learners who have been abused.

# ABUSE: MANAGE & PREVENT.

## 1. RAISE AWARENESS.

Educate and campaign in your school community around abuse.

## 2. INCLUDE ALL ROLE PLAYERS IN DEVELOPING A CODE OF CONDUCT TO PROTECT CHILDREN.

Protect children from places that could be dangerous, for example teacher's houses, staffrooms, hostels, toilets, playgrounds.

**ALWAYS  
INVESTIGATE  
SUSPECTED  
ABUSE**



The code of conduct must explain the type of values and behaviour that are expected of role-players in the school, types of misconduct and what will happen when rules are broken.

## 3. DRAFT PROCEDURES FOR DEALING WITH ABUSE.

These should include:

- An explanation of what abuse is.
- Steps for screening and identifying abuse.
- Steps for reporting abuse including reporting forms. (See example form on page 22).
  - Make sure that 'tell-a-friend' or peer groups form part of reporting procedures as learners may not want to report to adults.
  - Make provision for anonymous reporting such as using a post or suggestion box.
- Steps for monitoring the support.

#### **4. TRAIN ROLE PLAYERS IN THE CODE OF CONDUCT AND REPORTING PROCEDURES.**

#### **5. ENCOURAGE AND HELP LEARNERS TO FORM YOUTH CLUBS.**

Learners can stand together to tackle abuse (see Learner Book).

#### **6. ENCOURAGE PARENTS TO PLAY AN ACTIVE ROLE.**

Parents can play a vital role in protecting and supporting their children (see Parent Book).

#### **7. TRAIN TEACHERS, PEER EDUCATORS AND COMMUNITY VOLUNTEERS IN FIRST-STOP COUNSELLING.**

#### **8. PARTNER WITH LOCAL ORGANIZATIONS.**

- Develop working relationships with local police, councillors, other government ministries and support organizations.
- Maintain a database of these local support organizations.
- Invite these groups to attend school meetings which deal with abuse.



# DEAL WITH ABUSE WHEN IT HAPPENS.

## 1. FOLLOW PROCEDURES.

- Make sure that the child receives treatment, help and support and that the case is reported.
- Report to your head teacher. Follow reporting procedures and complete reporting forms. If no one acts on the information, report to a higher authority in your district. If the head teacher is the abuser, report to a higher authority within your district, the PTA or your school support team.
- Make sure the child is kept safe from the alleged abuser.

**REPORT AND  
SUPPORT!**



- Respect confidentiality. Only share information which those who need to know in order to support the child. Keep a record of the case and all action taken in the child's file which should be safely locked away.
- Follow up and monitor support.

## 2. TALKING TO A CHILD WHO DISCLOSES ABUSE.

Children often don't feel comfortable talking about abuse. They also might be worried about confidentiality, or about getting someone they love or respect into trouble. They may even be worried that you do not believe what they are saying.

- Listen carefully to the child.
- Tell the child you believe them.
- Reassure the child that it is not their fault.
- Tell the child that you are pleased that they told you.
- Write down what the child tells you.



**ALWAYS ACT  
IN THE BEST INTEREST OF  
THE CHILD**

- Tell the child that even though you will respect their confidentiality, you might need to talk to another adult to get help and support.

### **3. SUPPORTING THE CHILD.**

- Get medical and counselling treatment and support for the child immediately. (See the information in the 'What to do if you are raped or sexually assaulted' section).
- Protect the child from blame and discrimination.
- Ensure there is no breach of confidentiality.
- Get support from other agencies in your area.
- Monitor the well-being of the child.

### **4. DEALING WITH THE ABUSER.**

- Follow procedures.
- The alleged abuser must be prevented from interfering with the child.
- If the alleged abuser is a staff member, they should be suspended from duty until after the investigation is completed.
- If the alleged abuser is a community member, report to the police, head teacher, PTA, social services, councillor or other trustworthy person in your area who holds a position of authority.

# TEACH YOUR LEARNERS ABOUT ABUSE.

Encourage your learners to form a club to take action together against abuse. Teach your learners about sexual assault so that they know what to do if it ever happens to them or someone they know. Make a poster for your classroom detailing this step-by-step guide.

## WHAT TO DO IF YOU ARE RAPED OR SEXUALLY ASSAULTED

### 1. GO TO A SAFE PLACE AS SOON AS POSSIBLE.

### 2. TELL SOMEONE YOU TRUST WHAT HAPPENED.

Tell someone as soon as possible. This may be difficult but it is very important because this person can support your story and back you up in court. If the person you tell is a stranger, ask for their name and telephone number, write it down and keep it.

### 3. DO NOT THROW AWAY YOUR CLOTHES OR WASH YOURSELF.

Don't wash even if you want to. There may be hair, blood or semen from the rapist on you or your clothes. If you decide to report the rape, this is very important evidence.

### 4. PUT THE CLOTHES YOU WERE WEARING IN A PAPER BAG OR WRAP THEM IN NEWSPAPER.

Do NOT put them into a plastic packet because this can destroy the evidence.

**KNOW THIS:  
IT IS NOT  
YOUR FAULT!**



### **5. IF YOU ARE HURT, GO STRAIGHT TO A HOSPITAL OR DOCTOR.**

If you want to report what happened, ask the hospital to call the police. The sooner a doctor examines you the better. There is more chance of finding proof like blood or semen on your body and clothes. It is better not to use any alcohol or medicine before a doctor examines you. If you do take something, you must tell the doctor.

### **6. IT IS A GOOD IDEA TO REPORT THE RAPE.**

Go to the police station nearest to where the rape took place. Do this as soon as you can. This gives a better chance of finding proof of

the attack and of catching the rapist. Ask someone to go with you for support. Keep your police case number and the name and contact number of the police officer in charge of your case. Ask for a copy of the statement you give to the police.

### **7. IF YOU FEAR THREATS FROM THE RAPIST, TELL THE POLICE AND ASK THAT THE RAPIST IS REFUSED BAIL.**

If you were drunk or stoned at the time of the rape, you can still report the rape and get medical treatment. Being drunk is not a crime but rape is a crime.

### **8. GET TREATMENT AND MEDICATION WITHIN 72 HOURS TO PREVENT PREGNANCY, HIV OR OTHER SEXUALLY TRANSMITTED INFECTIONS.**

Make sure you get treatment from the doctor even if you don't lay a charge.

- Get antibiotics to prevent other sexually transmitted infections (STIs).

- Women should get the Morning After Pill to prevent pregnancy.
- Get an HIV test and get anti-retroviral (ARV) treatment to prevent HIV infection.

Disclose your HIV status to make sure you get the right treatment. If you were HIV-positive at the time of the rape, a full 28-day course of ARVs can be harmful because it can allow the virus to grow stronger and become more resistant.

If you don't know your status, you must get a three-day starter pack of ARVs; there is no danger that the virus will build up resistance to the ARVs. If you test negative, an additional 24-day course must be prescribed.

You must continue the course exactly as it is prescribed even if it makes you feel nauseous.

After the course is finished, you need to see a doctor again to check how your liver has dealt with the drugs. Usually, you need vitamins after the ARVs.

After three months, you must go for another HIV test, to check that you are not infected.



## 9. GET HELP AND SUPPORT.

If you or someone you know is being sexually harassed or abused, get help to stop the abuse. Speak to someone you trust, or contact one of the following organizations:

- **Female Lawyers Association Zambia (FELAZ)**  
Tel: +260 211 238601
- **Forum for African Women Educationalists in Zambia**  
Tel: +260 211 295482
- **Law Association of Zambia (LAZ)**  
Tel: +260 211 254401  
Fax: +260 211 254428
- **National Legal Aid Clinic for Women**  
Tel: +260 211 220595  
Fax: +260 211 234747
- **Victim Support Unit (VSU)**  
Tel: +260 211 231060
- **Women and Law in Southern Africa (WILSA)**  
Tel: +260 211 253974  
Fax: +260 211 254673
- **Young Women Christian Association (YWCA)**  
Tel: +260 211 255204/252726

**ADD OTHER USEFUL NUMBERS:**

## EXAMPLE: ABUSE REPORTING FORM

### PRIVATE AND CONFIDENTIAL

#### Details of the abused

Name of child:

Male / Female:

Age:

Grade:

Teacher:

Head teacher:

**Details of concern / incident:** (List the dates and times, who was present, details of injuries or any information about what the child said).

#### Details of the alleged abuser

Name:

Male / Female:

Age:

Relationship to child:

Address:

Contact details:

Occupation: