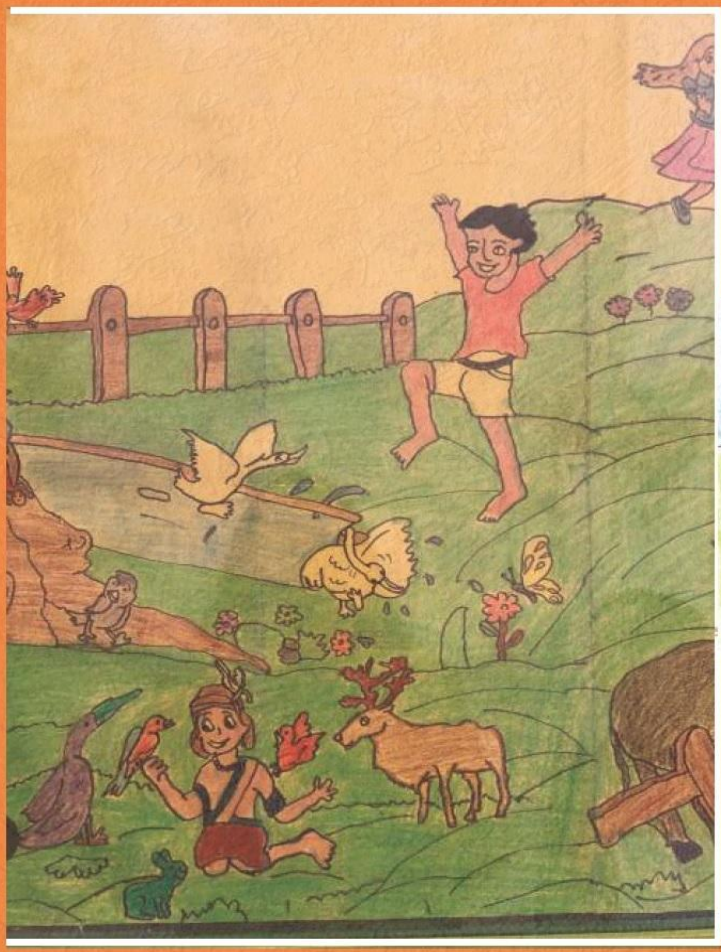
सत्यमेव जयते

Raising Happy Children and Providing Safe Childhoods

A Reader



Ministry of Women and Child Development
Government of India

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CONTENTS

INTRODUCTION

USING THIS MANUAL: A GUIDE FOR DIFFERENT STAKEHOLDERS

PART I: FOR PARENTS

1. **CREATING A POSITIVE ENVIRONMENT FOR CHILDREN**
2. **ADDRESSING SPECIFIC PROBLEMS**

I. AGGRESSIVE AND DELINQUENT BEHAVIOUR: HOW TO DEAL WITH IT?

i) SIGNS OF DELINQUENT BEHAVIOUR

ii) WHAT PARENTS CAN DO?

II. **SUBSTANCE ABUSE**

III. **PROBLEM SEXUAL BEHAVIOUR OR SEXUALLY ABUSIVE BEHAVIOUR**

PART II: FOR TEACHERS

1. **ADDRESSING SPECIFIC PROBLEMS**

I. **SCHOOL VIOLENCE: HOW TO DEAL WITH IT?**

II. **SUBSTANCE ABUSE**

III. **PROBLEM SEXUAL BEHAVIOUR OR SEXUALLY ABUSIVE BEHAVIOUR**

PART III: FOR COMMUNITIES

1. **SUBSTANCE ABUSE**
2. **PREVENTING SEXUAL VIOLENCE**

Annexure A: Sexual Behaviours of Children aged 0–4 years: Infant, Toddler and Pre-school

Annexure B: Consultative Committee formed under Chairpersonship of Ms. Nutan Guha Biswas, (Former) Additional Secretary, MWCD

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MESSAGE

Every child is born innocent and with immense potential to excel in every area of life. This potential has been recognized by the Constitution of India which provides for care, protection and welfare of all children. Yet, it is a fact that we find children involved in activities or behavior patterns which may be termed as "delinquent" or being in conflict with law. These may range from overt delinquency, such as violent offences, and covert delinquency, such as petty theft or vandalism. None-the-less, a child who is involved in any such act is a childhood lost and we must take all possible actions to reduce existing risks which push children towards such behaviours and actions. It has been widely accepted that attitude of parents, teachers and other adult caregivers that makes the child feel comfortable, accepted and approved plays a positive role in keeping them safe. On the other hand rejection, neglect and hostility towards children have been linked to delinquency.

The current reader is an attempt by Ministry of Women and Child development to provide some advisory guidelines to parents, teachers and community to prevent protect children from being involved in crimes through early detection, counselling and positive engagement. It draws upon basic principles laid down in the Juvenile Justice (Care and Protection of Children) Act 2015 which provides a strong formal framework for dealing with children in conflict with the law throughout the criminal justice process. It ensures that detention or institutionalization is a measure of last resort in accordance with the UN Convention on the Rights of the Child and prioritizes the best interest of the child, including positive measures and principle of diversion. It must be understood that the reader is not prescriptive in nature but may be used as a resource for parents, teachers, and community members who can use these, suggestions to help them guide their thinking, planning, action, and create a more protective and caring environment for children in society. Every child is different and deserves support that is specifically tailored to their own needs and circumstances.

I hope that the reader will be widely used and help in creating a positive environment towards keeping our children protected and help them achieve their full potential.

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FOREWORD

Every child deserves the best start in life and an opportunity to grow to adulthood with safety and dignity, in a caring and nurturing environment. This is our Constitutional commitment which has been reiterated through the Juvenile Justice (Care and Protection of Children) Act 2015.

Young children experience their world through their relationships with parents, teachers, peers and other caregivers. They absorb all the sights, sounds, smells, textures and emotions around them. Therefore, we need to create a warm, loving and nurturing environment where their physical, emotional and spiritual needs are recognized and honored by their family, school and community so as to allow them to reach their full potential. Today we find a growing disconnect between children and their parents or other adult caregivers and they are spending more and more time in front of televisions, computers, and surfing the Internet.

The involvement of children in activities which are in conflict with law are a result of combination of physiological, developmental and environmental factors. They are influenced by the environment in which they live, what they observe in adults and what they learn from peer groups. Data shows that common traits shared by these young offenders include a history of not doing well in school, having friends who commit crime, abusive family environment or substance abuse, etc. Children who are forced to live on streets due to various socio-economic or other factors are also vulnerable to violence and abuse and are often drawn into criminal activities. Since the reasons of any child coming in conflict with law varies vastly with the child's circumstances, it is difficult to suggest any one type of solution for the problem. The role of parents, school and the community in these children's lives is pivotal in making the difference in their lives and making them responsible citizens.

Keeping the above mind, the Ministry of Women and Child Development has developed this reader for parents, teachers and community members. The reader draws upon good practices across the world which have proved to be successful in keeping children safe and away from offending behavior. It is possible to detect signs of early delinquency if parents and teachers communicate regularly with children, engage with them positively and help them to take responsibility. The reader suggests a broad framework for imbibing positive skills such as conflict resolution and violence prevention as well as early detection of risk-taking behaviours among children. It is an initiative towards creating a larger awareness and sensitivity towards children's needs and conditions which push them towards offending behavior. Most importantly, we need to listen to children and allow them to express themselves.

Let us work together towards creating a safer world for our children and ensure a happy childhood to all children. We hope that the reader will be a helpful resource for parents, teachers and community leaders.

(Rashmi Saxena Sahni)

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ACKNOWLEDGEMENT

As a nation, it is our duty to create a conducive environment for all our children to develop their full potential and this is more so for victims of crime and vulnerable offenders such as children. The general principles enshrined in the Juvenile Justice (Care and Protection of Children) Act 2015 include protecting the best interest of the child, ensuring safety, promoting positive measures and principle of diversion, i.e., promoting measures for dealing with children in conflict with law without resorting to judicial proceedings. The reader developed by the Ministry of Women and Child Development is an attempt to provide a framework for parents, teachers, and community to take such positive action and prevent delinquent behavior among children.

The encouragement and guidance of Hon'ble Minister, Women and Child Development, Ms. Maneka Sanjay Gandhi, and Hon'ble Minister of State, Women and Child Development, Ms. Krishna Raj, has been priceless in drafting the reader. Support and guidance provided by Ms. Leena Nair, Secretary, Women and Child Development, and Shri V. Somasundaran, former Secretary, WCD, has been immensely helpful. It would not have been possible to finalize the reader without the able leadership and guidance of Joint Secretary, Smt. Rashmi Saxena Sahni, who took the initiative and provided valuable technical inputs at every step of drafting and finalization of the document.

During the process of developing the reader, the Ministry of Women and Child Development held consultations with various stakeholders for which a committee was constituted under the chairpersonship of Ms. Nutan Guha Biswas, former Additional Secretary, WCD, with officials of Delhi Police, Ministry of Home Affairs, Department of School Education and Literacy, MoHRD, teachers, and various Civil Society Organizations. We acknowledge their valuable support and inputs. The final task of drafting was done by Ms. Rita Panicker, founder and director of Butterflies India and her team who provided invaluable support. The cover page was designed by a group of children from New Delhi - Asraf, Tanveer, Namrata, Amit Kumar, Pandav, Garima, Prachi, Deepak Kumar, Naseema, Lovy, Raveena, and Roshni and Ministry acknowledges their contribution.

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We hope that the reader will be widely used by parents, teachers and community and will be helpful in creating a positive and caring environment for our children.

(Anand Prakash)

CHAPTER 1

INTRODUCTION

"We worry about what a child will become tomorrow, yet we forget that he is someone today." — Stacia Tauscher[1]

Every child has the inherent potential to grow up and achieve his or her full potential and contribute positively towards the growth of nation and society. The Constitution of India grants children the highest priority for their protection and well being. The Juvenile Justice (Care and Protection of Children) Act, 2015 adopted by Government of India takes a holistic approach towards protecting the rights of the children by providing for proper care, protection, development, treatment and social re-integration of children in difficult circumstances by adopting a child-friendly approach.

Children are born innocent; however, due to multiple factors, many children adopt behaviours which are defined as delinquent and sometimes being "in conflict with law". These behaviours range from emotional outburst, petty thefts, substance abuse, violent or aggressive behaviour to more serious types of crimes. These behaviours are often learned early in life. However, parents, family members, and others who care for children can help them learn to deal with emotions without using violence. Studies show that children internalize norms of society through strong bonds with parents and others, which protect against delinquent impulses. According to a study by World Health Organization (2009)[2], it is possible to prevent aggression, substance abuse and other delinquent behaviour in children by fostering social skills such as anger management, moral development, empathy, developing and maintaining healthy relationships, problem-solving and conflict resolution.

In the fast-changing world, it has been observed that children have limited interaction with those around and have become more withdrawn due to impact of technology. They are connected to strangers and less to those who are their well-wishers. Children who used to previously engage in community activities, sports or cultural programmes are now spending more and more time in

[1] She is believed to be an author/poet of 19th century, although there is no biography or history of S.Tauscher, except a significant number of profound quotes that are attributed to her.

[2] WHO (2009); Preventing violence by developing life skills in children and adolescents.

the virtual world. As a result, the communication gap between parents and children is widening. Competitive employment sector, fall of joint family system and rise of nuclear families in India mark an evident change in child rearing practices and parenting styles. Research has shown that poor attachment to parents is an important risk factor for later problems in life, including delinquency (Fearon, Bakermans Kranenburg, Van IJzendoorn, Lapsley, & Roisman, 2010; Hoeve et al., 2012). Families living in chronic poverty leaves little time for parents to involve themselves with their children as they have to struggle to provide for the basic necessities. In contrast to this, children of those who belong to the well-off sections of society are facing a different kind of problem altogether. Parents of these children may have a tendency to bypass what is going on with their children because of their full engagement in their own jobs. Their work pressure and aspiration for career advancement leave them with almost no time to get involved with their children. This has an adverse impact on the lives of children.

At times parents end up being technologically challenged in the fast-moving world and end up not being connected or at the same wavelength with their children. Earlier, communities and families were places of social bonding and close interaction between members; families acted as agents of virtual supervision of children. Children could freely play in neighborhoods, run errands due to the widespread trust in the community. Children in collectivist cultures were taught early on that they could approach any member of their community when in need of help. But this reliance on community is diminishing with a shift from collectivistic cultures towards individualistic cultures. Neighborhoods are no longer considered safe for children as the sense of community is diminishing in big city culture. Parents often adopt authoritative parenting styles to control their children where control is a mechanism to protect and safeguard their children from the ills in the society. This mechanism to constantly monitor and control their children creates a barrier between children and elders and prevents children from making any contact or understand the society at large. Children can hardly participate or take responsibilities of things that influence their life and thus, feel dependent and voiceless in their own families which leads to rebellion, often with disastrous consequences.

Violence experienced by children in their lives make them react in a negative manner. A study conducted by Parackal & Panicker (2016) revealed that children who had faced domestic violence at home showed deep resentment against their parents at one level and at another they

were the only anchor in their lives. Working parents were not able to contain their anger because of reasons like stress, poor work-life balance, lack of sleep and even health conditions like Vitamin D and micro nutrient deficiency and thyroid disorders. Parents would often vent their anger on the most vulnerable member of the family—the child. The child on the other hand, often copes with his or her parent's aggressive behaviour by throwing tantrums, disobeying instructions, later resulting in behavioral issues. Adolescence is a period of considerable change and fluidity poses further challenges for children and parents. Adolescents are very often prone to mood swings as they try to cope with raging hormones and dealing with identity crisis where they can neither identify with children nor can they relate to adults. This stage is marked by self-absorption, limited empathy, high degree of sexual interest, accessing pornography, peer pressure, taking limited responsibility for their behaviour, etc. Nowadays, consumerism fills the social void. But far from curing the disease of isolation, it intensifies social differentiation to the point where youth and children start feeling deprived of material and emotional resources.

Children coming from different class, caste and religion face different kind and levels of deprivation in this changing politico-economic structures. Rustagi, Mishra & Mehta (2015) identified six major deprivations, i.e., education, immunization, nutrition, shelter, sanitation, and water that affect majority of children in India. Rustagi et. al (2015) notes that one out of every seven children in India (14 per cent) suffers from any four of the six deprivations; less than two-fifth (38 per cent) are affected by any three deprivations; about three-fifth (62 per cent) face any two of deprivations, and 8 out of 10 (83 per cent) are disadvantaged by at least one deprivation. Deprivations among children are more common in rural areas, where about 9 out of 10 children suffer from at least one deprivation. The intensity is lower in urban areas, where about 6 out of 10 children suffer from at least one deprivation.

WHY DO CHILDREN GET ON THE WRONG SIDE OF LAW?

With the advent of individualistic culture in developing countries, the joint family system and a sense of community is falling apart. As a result, the responsibility for children is not entrusted on the entire community but is solely on the parents and guardians. In order to provide a safety net to children, all the community members need to share the responsibility of raising children in the community. Strategies that aim to optimize the experiences of children and young people, and to prevent child abuse and neglect, are therefore required to ascertain, and perhaps confront,

commonly held community attitudes and responses to all children and young people, and to increase community awareness of issues that may affect children and young people. In today's society, we believe that children are over-stimulated to violence on a daily basis. Parents often experience overwhelming emotions when a child's behaviour conflicts with their own expectations, and this brings us to the question, is corporal punishment the only way to resolve such conflicts? In a competitive world, middle class children not only have the pressure to compete and outshine their peers but also have to bear the burden of living their parent's dreams. Such pressures can be psychologically taxing for children and can push them towards disruptive behaviour. In the modern age of technology, video games are popular among the younger people. Since most games involve violence, this too may have a negative effect on a child's psyche.

Corporal Punishment and its Impact on Children

"Corporal punishment" has been defined in the JJ Act, 2015 which means subjecting a child by any person to physical punishment that involves the deliberate infliction of pain as retribution for an offence, or for the purpose of disciplining or reforming the child.

Consequences of Corporal Punishment

Corporal punishment leads to adverse physical, psychological and educational outcomes—including increased aggressive and destructive behavior, increased disruptive behavior in the classroom, vandalism, poor school achievement, poor attention span, increased drop-out rate, school avoidance and school phobia, low self-esteem, anxiety, somatic complaints, depression, suicide and retaliation against teachers—that emotionally scar the children for life.

- Children subjected to punishment prefer aggressive conflict resolution strategies with peers and siblings and they do not consider it a violation of their rights.
- There is an association between corporal punishment meted out to children and maladaptive behaviour patterns in later life, such as aggression and delinquency.

The school is an important community influence in the etiology and maintenance of delinquency (Hunt & Hardt, 1965; Silverberg & Silverberg, 1971). A disproportionately high number of delinquents are poor readers, inattentive, impulsive, and concrete in their thinking. Many experts believe that negative experiences in school may lead youth to follow delinquent styles. A school is then seen as a source of frustration, a constant embarrassment to children or adolescents who are unable or unwilling to succeed.

All children should be informed by their parents that they have a right to speak against physical punishment, mental harassment and discrimination and bring it to the notice of the authorities. They should be given the confidence to make complaints and not accept punishment as a 'normal' thing in the school.

Prevention of abuse, neglect and violence involves changing those individual and community attitudes, beliefs and circumstances, which allow it to occur. Thus, it is important to understand how the social and cultural norms and media play a significant role in forming and influencing people's attitudes and behaviour that allow violence to happen.

Mental Health

Children and youth who are involved with the juvenile justice system have substantially higher rates of mental health disorders than children in the general population, and they may have rates of disorder comparable to those among youth being treated in the mental health system. Research indicates that from one-quarter to one-third of incarcerated youth have anxiety or mood disorder diagnoses, nearly half of incarcerated girls meet criteria for post-traumatic stress disorder (PTSD), and up to 19 per cent of incarcerated youth may be suicidal. In addition, up to two-thirds of children who have mental illnesses and are involved with the juvenile justice system have co-occurring substance abuse disorders, making their diagnosis and treatment needs more complex. Many programmes are effective in treating youth who have mental health care needs in the juvenile justice system, reducing recidivism and deterring young people from future juvenile justice involvement.

Many children with emotional disorders who are in the justice system have committed minor, non-violent offences or status offences. Whenever possible, children with mental health disorders should be diverted away from the juvenile justice system and towards an array of community-based services and supports.

Social Norms and Parenting

Cultural and social norms are highly influential in shaping individual behaviour, including the use of violence. Often unspoken, the norms offer social standards of appropriate and inappropriate behaviour, governing what is and what is not acceptable and coordinating our interactions with others. Thus, there might be social norms in our society that not only back

violence, but they can also support and encourage the use of it. For instance, cultural acceptance of violence including domestic violence, either as a normal method of resolving conflict or as a usual part of rearing a child, is a risk factor for all types of interpersonal violence. Social tolerance of violent behaviour occurs in childhood, through the use of corporal punishment or witnessing violence in the family, in the media or in other settings, thereby, sensitivity to violence is dulled even as an adult and it becomes a vicious cycle.

Different cultural and social norms support different types of violence. For instance, patriarchal societies that promote the belief system that men have a right to control or discipline women through physical means makes women vulnerable to violence by intimate partners and places girls at risk of sexual abuse. Equally, cultural acceptance of violence, including sexual violence, as a private affair hinders outside intervention and prevents those affected from speaking out and gaining support. In many cultures, victims of sexual assault feel stigmatized, which inhibits reporting. However, today most experts in the field believe in multiple causation, that is, the probability that, in any particular case, a combination of factors is responsible for delinquent behaviour.

Additionally, giving legitimacy to association between alcohol consumption and violent behavior highlights that cultural and social norms around alcohol use and its expected effects can also encourage and justify violent acts. Researches in a number of countries show that harmful alcohol use is estimated to be responsible for 26 per cent of male and 16 per cent of female disability-adjusted life-years, lost as a result of homicide (see *WHO Global Status Report on Alcohol 2004*). Furthermore, alcohol-related violence is supported in cultures where majority of the people believe that alcohol plays a positive role by helping people to shed their inhibitions. Here, alcohol can be used as a justification for violent behavior, or consumed to fuel the courage needed to commit violent crimes.

An inadequate home life is a major contributor to delinquency, increasing the chances that a child would become delinquent. A child in a good home has less than chances of becoming delinquent. Homes judged as inadequate are those where separation and/or divorce had occurred; those where parents demonstrated a consistent avoidance of responsibility; and those in which criminal history, significant health problems, or alcohol abuse were noted. The parents were seen as hostile or, at best, indifferent to their own children. Discipline was erratic, ranging from none at all to extreme physical punishment.

Some authorities in the field of criminology believe that criminal and delinquent behaviour may actually be reinforced by apprehension, arrest, and confinement. A child or adolescent comes to see himself or herself as delinquent because someone has determined his or her behaviour to be criminal. Such an identification almost always begins with apprehension by the police. It is possible that such encounters, if frequent, may not only increase the youth's hostility towards the police but may even desensitize him or her to the sanction of the criminal justice system (Piliavin & Briar, 1964).

Social learning theory plays a vital role in how the parent operates and how they demonstrate pro-social practices and utilize social rewards. Parent-child discussions about moral issues may help instilling the same morality in thinking (instilling the parent's beliefs into the child's belief system) and has demonstrated positive effects in teaching pro-social behaviour. In fact, various research studies have shown that parent-child conversations concerning pro-social behaviours were significantly associated with adolescents engaging in altruistic pro-social behaviour even when doing so had a positive impact on the adolescents.

The child's difficult behaviour affects parents' disciplinary strategies, resulting in harsher and inconsistent punishments and less involvement by parents in the socialization process (Patterson 1982). These negative child-parent transactions increase the risk of setting a child off on a delinquent path that starts in the early teens, entails many delinquent acts and persists far into adulthood (Moffitt 1993; Patterson and Yoerger 2002). The mental state of parents play a crucial role in how they treat their children. For instance, if parents are in a good mood and positive mental condition, they rear their children properly while overburdened parents happen to take out their frustration on their children. The mental state of the parent has much significance on who the child grows up to be. It has been said that "only a mature adult who enjoys an adequate degree of well-being is able to adopt a nurturing orientation in parenting and provide growth-promoting care" (Laukkanen et al. 2014, 314).

If the role models in the home expose children or adolescents to attitudes and beliefs that condone delinquent behaviour, the adolescent may become morally disengaged and follow the teachings of the home. Harsh treatment and anti-social neighborhood attitudes may help teach the adolescent to disengage from appropriate societal behaviour. This is especially true if the

early experiences from the home involves parents who are harsh or do not listen or rejecting caregivers.

Role of Media in perpetuating Violence and Sexual Abuse

Despite parents' best attempts to monitor what their children see and hear, today's children are often exposed to a wide variety of sexual messages, violent material through the media. Think about the ways **you** learned about sex as a child. Now think about the ways children learn about sex today. They are exposed to sexual themes, language and actual sexual scenes through news programmes, television shows, commercials, soap operas, reality shows, popular music, the Internet, movies and magazines. Even the most well-meaning of parents cannot completely protect children from society's focus on sex and sexuality. These influences may lead naturally curious children to experiment sexually.

The Internet is just one source of exposure to violent and sexual content. A study of random selected youth showed that music contained the most sexual content (40 per cent) followed by movies (12 per cent) and television (11per cent)[3]. The pornography industry does not deny access to advertising sexually explicit material to minors.

- 75 per cent of pornographic websites display visual teasers on the homepages before asking if the viewers are of legal age
- Only 3 per cent of these websites require proof of age before granting access to sexually explicit material.

Prolonged and increased exposure to violent and sexually explicit materials "can lead to exaggerated beliefs of sexual activity among peers, sexually permissible attitudes, and sexual callousness, including more negative and violent attitudes toward sexual partners."[4] A recent research suggests that male youth who use sexually explicit material may develop unrealistic sexual values and beliefs and demonstrate sexual pre-occupation. Female youth reported feeling

[3] Brown, J., L'Engle, K., &Pardun, C. (2005). *Linking exposure to outcomes: Early adolescents' consumption of sexual content in six media mass communication.* Mass Communication & Society, 8(2), 75-91. (p. 84)

[4] Braun-Courville, D. K. and Rojas, M., (2009). *Exposure to sexually explicit web sites and adolescent sexual attitudes and behaviours.* Journal of Adolescent Health, 45(2), 156- 162. (p. 157)

physically inferior. [5]Adolescents are normalizing sexual abuse done to them because of pornographic exposure. Females are especially prone to the normalization of sexual promiscuity, which heightens their risk of being victims of unwanted sexual violence and of sexually transmitted diseases.[6] The more teens listened to degrading sexual music content, the more likely they were to subsequently initiate intercourse. Unplanned pregnancies and sexually transmitted infections are more common among those who initiate sexual activity early.[7]

NATURE AND EXTENT OF OFFENCES COMMITTED BY CHILDREN IN CONFLICT WITH LAW

Child in Conflict with Law

"Child in Conflict with Law" has been defined under Section 2 (l3) of the Juvenile Justice (Care & Protection of Children) Act, 2015 as a child who is alleged or found to have committed an offence and has not completed eighteen years of age on the date of commission of such offence.

Offences Alleged to be committed by Children

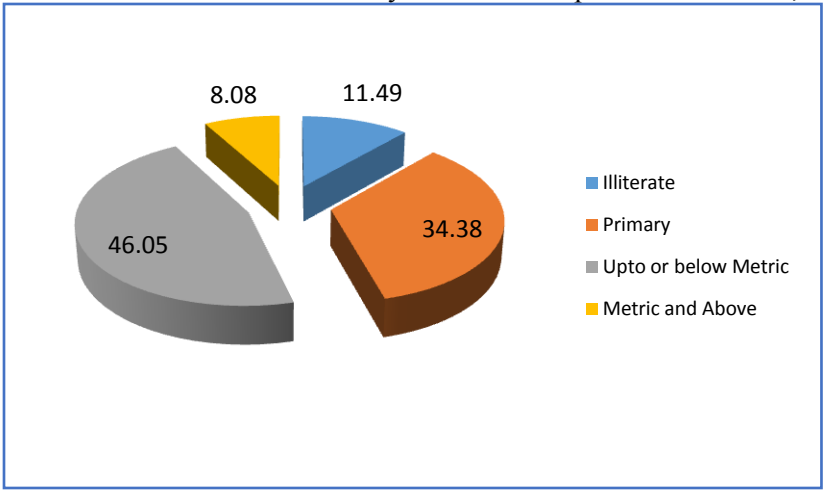
The Juvenile Justice System assumes that a child offender is a product of unfavorable environment and is entitled to a fresh chance to begin his life. The offences may have been committed without any criminal intent on certain occasions. The child probably lacks foresight on the repercussions/consequences of his actions. It is accepted that a child offender should not be given punishment based on the kind of offence he/she has committed but should be given an individual treatment which is reformative in nature and which is based on his/her need, psychological and social background.

[5] Owens, E.W., Behun. R.J., Manning, J.C., & Reid, R.C. (2012*). The impact of internet pornography on adolescents: A review of the research. Sexual Addiction & Compulsivity*, 19, 99-122.

[6]Layden, M. A. (2010). *The Social Costs of Pornography: A Statement of Findings and Recommendations, 36. New York: The Witherspoon Institute*, Inc. http://www. internetsafety101.org/upload/file/Socialper cent20Costsper cent20 ofper cent20Pornographyper cent20Report.pdf

[7]Kanouse, D., Elliott, M., & Martino, S. (2006). *Exposure to degrading versus nondegrading music lyrics and sexual behaviour among youth.* Pediatrics, 118(2), 436. http:// pediatrics.aappublications.org/content/118/2/e430.full. pdf+html

According to National Crime Record Bureau, a total of 31,396 cases of "children in conflict with law" (CCL) were reported in 2015 and the rate of crime committed by them was 2.1 per cent. However, a majority of these cases are petty crimes and are preventable by providing proper guidance and counselling to children and economic strengthening of their families. An analysis of children who were in conflict with law shows that majority of them belonged to economically weaker section (42.5 per cent). Around 11.5 per cent of them were illiterate while another 43.4 per cent were educated up to primary level only (*Crime in India 2015: Compendium*; NCRB).



Education Profile of Children in Conflict with Law: NCRB 2015

Types of Crimes Committed by children

Various types of offences committed by children in conflict with law have been defined under the JJ Act, 2015 as follows:

i. *Petty offences*: Petty offences include the offences for which the maximum punishment under the Indian Penal Code or any other law for the time being in force is imprisonment up to three years.

ii. *Serious Offences*: Serious offences include the offences for which the punishment under the Indian Penal Code or any other law for the time being in force is imprisonment between three to seven years.

iii. *Heinous Offences*: Heinous offences committed by children in conflict with law include the offences for which the minimum punishment under the Indian Penal Code or any other law for the time being in force is imprisonment for seven years or more.

Delinquency exhibits a variety of styles of conduct or forms of behavior. Each of the patterns has its own social context, the causes that are alleged to bring it about, and the forms of prevention or treatment most often suggested as appropriate for the pattern in question.

Howard Becker [8](1966: 226-38) has referred to four types of delinquencies: (a) individual delinquency, (b) group-supported delinquency, (c) organized delinquency, and (d) situational delinquency.

(a) Individual delinquency

This refers to delinquency in which only one individual is involved in committing a delinquent act and its cause is located within the individual delinquent. Most of the explanations of this delinquent behavior come from psychiatrists. Their argument is that delinquency is caused by psychological problems that primarily stem from defective/faulty/pathological family interaction patterns.

(b) Group-supported delinquency

In this type, delinquencies are committed in companionship with others and the cause is located not in the personality of the individual or in the delinquent's family but in the culture of the individual's home and neighbourhood. The studies of Thrasher and Shaw and McKay talk of this type of delinquency. Research findings suggest that most young children who became delinquent was because of their association and companionship with others who were already delinquent. Unlike the psychogenic explanations, this set of ideas focuses on what is learnt and who it is learnt from rather than on the problems that might produce motivation to commit delinquencies.

(c) Organized delinquency

This type refers to delinquencies that are committed by formally organized groups. These delinquencies were analysed in the United States in the 1950s and the concept of 'delinquent sub-culture' was developed. This concept refers to the set of values and norms that guide the behavior of group members to encourage the commission of delinquencies, award status on the basis of such acts and specify typical relationships to persons who fail outside the groupings governed by group norms.

[8]http://www.preservearticles.com/2012050131561/what-are-the-four-main-types-of-juvenile-delinquency.html

(d) Situational delinquency

The above-mentioned three types of delinquencies have one thing in common. In all of them, delinquency is viewed as having deep roots. In individual delinquency (according to the psychogenic explanation), the roots of delinquency lie primarily within the individual; in group-supported and organized delinquencies (the sociogenic explanation).

The roots (of delinquency) lie in the structure of the society with emphasis either on the ecological areas where delinquency prevails or on the systematic way in which social structure places some individuals in a poor position to compete for success.

Situational delinquency provides a different perspective. Here the assumption is that delinquency is not deeply rooted, and motives for delinquency and means for controlling it are often relatively simple. A young man indulges in a delinquent act without having a deep commitment to delinquency because of less developed impulse-control and/or because of weaker reinforcement of family restraints, and because he has relatively little to lose even if caught. David Matza is one scholar who refers to this type of delinquency. However, the concept of situational delinquency is undeveloped and is not given much relevance in the problem of delinquency causation. It is a supplement to rather than a replacement of other types.

A study by Parackal and Panicker (2016) reveals that most adolescent criminal behaviour is specific to adolescence period and will not continue into adulthood. Much like a toddler outgrows temper tantrums, most adolescents will outgrow deviant behaviour. The National Crime Records Bureau (NCRB) is the only available national resource to understand the magnitude of Juvenile delinquency in India. In India, crimes are usually classified into crimes under India Penal Code (IPC) and crimes under Special and Local Laws (SLL). The number of cases registered under various sections of IPC crimes against juveniles (in conflict with law) in 2015 have decreased by 6.3 per cent during 2015 over 2014 as 33,526 cases under IPC crimes were registered against juveniles during 2014 which decreased to 31,396 such cases in 2015. Cases of juveniles in conflict with law registered under various SLL crimes have decreased by 59.6 per cent in 2015 as compared to 2014 as 5,039 cases of juveniles in conflict with law under SLL registered in 2014 which decreased to 2,037 cases in 2015. The National Crime Records Bureau statistics of 2015 depicts that 41,385 children were apprehended in 2015 as opposed to 48,230 children in 2014, i.e., 1.1 per cent less than the share of children apprehended in 2014.

Even though the fall in children in conflict with law is marginal, it is a positive sign. In comparison to the UK and the USA, the overall child crimes in India in 2014 is 2.1 per cent which is less and not increasing at rapid pace as compared to these developed nations. Given such low participation of children in offences, they should not be viewed as creating a moral panic in society as portrayed or reported in newspapers, videos, and television.

The NCRB shows that 27 per cent CCL were involved in property-related offences. Children involved in serious and heinous offences of murder and rape constituted only a miniscule with only 2.8 per cent and 5.9 per cent of the total IPC crimes committed by children and 2.1 per cent and 5.1 per cent of the total juvenile crimes in 2014 (NCRB, 2014). This data highlights that children's involvement in serious and heinous crime is marginal and thus, it is very important to ensure that we reduce the risk factors and prevent our children from getting into crime.

This *Reader* proposes to provide guidelines to parents, teachers, schools, community, and law enforcement agencies to understand, prevent and reduce risk factors which may push children towards adopting behaviours that may harm them and the wider society and are defined as being in conflict with law. There is enough evidence to prove that with the right kind of prevention and rehabilitation most children adjust, reform, and return to the maturity of adulthood. Thus, it becomes important to identify risk factors, i.e., factors whose presence and early exposure enhances the likelihood of engaging in delinquency and other behaviour problems (Reingle, Jennings, and Maldonado-Molina 2012; Mmari, Blum, and Teufel-Shone 2010). Protective factors are those which mitigate the influence of risk factors. Both risk and protective factors are discussed as part of delinquency prevention and intervention. This *Reader* aims to highlight various risk factors and indicators that push and pull children into the wrong side of the law and awareness of this can lead to preventive action by those responsible for the welfare of children. In recent years, studies of juvenile delinquency and justice system have increasingly examined the impact of these strengths (protective factors) on youth's ability to overcome challenges and thrive.[9] Generally**, protective factors**—such as positive school attendance, positive social orientation or the ability to discuss problems with parents—are a buffer to minimize or moderate the effect of risk factors and their ability to bring about delinquent behaviour.

[9] http://youth.gov/youth-topics/juvenile-justice/risk-and-protective-factors#_ftn7

USING THIS MANUAL

This *Reader* aims to serve as a guide for parents, teachers and community members on how to prevent crime and violence by children. Parents, teachers, and community leaders can use these questions, suggestions to help them guide their thinking, planning, action, and create a more protective and caring environment for children in society.

The *Reader* is divided into three parts wherein Part I is for parents and what they can to do to prevent violence and crime by children, followed by Part II and III for teachers and community members, respectively. Each part in this section briefly discusses few major problems that can push children on the wrong side of law, the early signs of risk, what can be done to strengthen protection or intervene to reduce risks.

PART-I

FOR PARENTS

1. Creating a Positive Environment for Children

The most important thing parents can do to prevent children from having a negative development outcome is to create a protective and caring environment in the families. Various theoreticians have highlighted the importance of protective factors in the familial setting and its positive impact on child development and their well-being. These protective factors may be described as follows[10]:

a. Parental Resilience and Positive Parenting

Managing stress and functioning well when faced with challenges, adversity and trauma.

The way parents respond to stressors is much more important than the stressor itself in determining the outcomes for themselves and their children. Parents who can manage day-to-day work stress and function well are said to be resilient. They are able to manage anger, anxiety, sadness, loneliness, and other negative feelings. Parental resilience is the ability to constructively cope with and bounce back from all types of challenges. It is about creatively solving problems, building trusting relationships, maintaining a positive attitude, and seeking help when it is needed. In order to build trusting relationships parents need to spend time with children, observe their behavioural patterns like when your child lies and other eccentricities, etc. Receiving nurturing attention and developing a secure attachment with parents, fosters the development of resilience in children when they experience stress.

Parents need to understand that children learn and try to emulate their parents' behavior. For instance, the way parents treat their subordinates, workers, and house help in their day-to-day life will have an impact on their child's behavior. If parents treat their subordinates with contempt, their children also learn the same behavior. The way adolescents in India deal with road rage incidences by threatening the police officers or drivers with "*You don't know who I am*" is a classic example of impunity these children enjoy in their households. Therefore, parents should be mindful of how they use their power and position to act in various situations and what they are implicitly teaching to their children.

b. *Social Connections*

Having a sense of connectedness with constructive, supportive people and institutions

Friends, family members, neighbors, and other members of a community provide emotional and social support to parents. For instance, in a joint family system, the grandparents not only

[10] Refer to http://www.cssp.org/reform/strengtheningfamilies

used to take care of the younger ones but also guided new mothers into healthy child-rearing practices. Their guidance and assistance reduced the stress of new mothers and the mothers felt more confident in handling their babies. Social connections help parents build networks of support that serve multiple purposes: they can help parents develop and reinforce community norms around child-rearing, provide assistance in times of need, and serve as a resource for parenting information or help solving problems. Because isolation is a common risk factor for abuse and neglect in our societies. Thus, parents living in nuclear families need support in building positive friendships and strengthen their familial ties.

c. Knowledge of Parenting and Child Development

Understanding best practices of parenting and developmentally appropriate child skills and behaviours

Having accurate information about raising young children and appropriate expectations for their behaviours help parents better understand and take care of their children. It is important that information is available when parents need it, that is, when it is relevant to their life and their child. Parents whose own families used harsh discipline techniques or parents of children with developmental or behaviour problems or special needs require extra support in building this Protective Factor.

d. Concrete Support in times of Need

Identifying, accessing and receiving needed adult, child and family services

Parents need access to the types of concrete supports and services that can minimize the stress of difficult situations, such as a family crisis, a condition such as substance abuse, or stress associated with lack of resources. Building this Protective Factor is about helping to ensure the basic needs of a family, such as food, clothing, and shelter, are met and connecting parents and children to services, especially those that have a stigma associated with them, like domestic violence shelter or substance abuse counselling, in times of crisis.

e. Social and Emotional Competence of Children

Forming secure, positive adult and peer relationships; experiencing, regulating and expressing emotions

Parents these days are juggling with the demands of work, home, and other responsibilities. This leaves many parents feeling like they do not have enough time with/and for their children. What is needed to be acknowledged is that even small acts of kindness, protection and caring—a hug, a smile, or loving words—make a big difference to children. Research shows that a consistent relationship with a caring adult in the early years is associated with better grades, healthier behaviours, more positive peer interactions, and an increased ability to cope with

stress later in life. Infant brains develop best when caregivers work to understand and meet the infant's need for love, affection, and stimulation.

Social-emotional competence in early childhood, also known as Infant Mental Health, includes:

- Self-esteem – good feelings about oneself
- Self-confidence – being open to new challenges and willing to explore new environments
- Self-efficacy – believing that one is capable of performing an action
- Self-regulation/self-control – following rules, controlling impulses, acting appropriately based on the context
- Personal agency – planning and carrying out purposeful actions
- Executive functioning – staying focused on a task and avoiding distractions
- Patience – learning to wait
- Persistence – willingness to try again when first attempts are not successful
- Conflict resolution – resolving disagreements in a peaceful way
- Communication skills – understanding and expressing a range of positive and negative emotions
- Empathy – understanding and responding to the emotions and rights of others
- Social skills – making friends and getting alone.

A child's ability to interact positively with others, to self-regulate, and to effectively communicate his or her emotions has a great impact on the parent-child relationship. Children with challenging behaviours are more likely to be abused, so early identification and working with them helps keep their development on track and keeps them safe. Also, children who have experienced or witness violence need a safe environment that offers them opportunities to develop normally.

2. Addressing Specific Problems

I. AGGRESSIVE AND DELINQUENT BEHAVIOUR: HOW TO DEAL WITH IT?

As discussed in the previous section, all children break rules or engage in aggressive behaviours. Some degree of aggression like hitting or acting out, is normal in young children, and in some degree it might appear to be delinquent behaviour. The crucial question is how and where do we draw this line? There is no definite answer to this and things vary from culture to culture.

i. *Signs of Delinquent Behaviour*

The International Classification of Disease (ICD)-10 outlines fifteen (15) behaviours that are listed to be considered for a diagnosis of conduct disorder, which usually but by no means exclusively apply to older children and young people. For these aggressive behaviours to be classified as delinquent they must be present for at least six months in a child/person.

These behaviours may be grouped into four classes:

a. **Aggression towards people and animals:**

1. Often lies or breaks promises to obtain goods or favours or to avoid obligations
2. Frequently initiates physical fights (this does not include fights with siblings)
3. Has used a weapon that can cause serious physical harm to others (for example bat, brick, broken bottle, knife, gun)
4. Often stays out after dark despite parental prohibition (beginning before 13 years of age)
5. Exhibits physical cruelty to other people (for example ties up, cuts or burns a victim)
6. Exhibits physical cruelty to animals

b. **Destruction of property:**

7. Deliberately destroys the property of others and one's own (other than by fire-setting)
8. Deliberately sets fire with a risk or intention of causing serious damage.

c. **Deceitfulness or theft:**

9. Steals objects of non-trivial value without confronting the victim, either within the home or outside (for example shoplifting, burglary, forgery).

d. **Serious violations of rules:**

10. Is frequently truant from school, beginning before 13 years of age
11. Has run away from parental or parental surrogate home at least twice or has run away once for more than a single night (this does not include leaving to avoid physical or sexual abuse)
12. Commits a crime involving confrontation with the victim (including purse-snatching, extortion, mugging)
13. Forces another person into sexual activity
14. Frequently bullies others (for example deliberate infliction of pain or hurt, including persistent intimidation, tormenting, or molestation)
15. Breaks into someone else's house, building or car

Besides these signs, another common yet very important sign of aggressive behaviour is a child throwing temper tantrums, using aggression to seek attention or to get their demands fulfilled. Reinforcing such behaviour by giving in to the child's demands can strengthen temper tantrums and aggressive behaviour in children.

II. What Parents can do?

1. **Spend time with your child and develop a positive relationship**

To cut into the cycle of defiant behaviour and recriminations, it is important to build a strong relationship with your child. Parents can do that by playing with their children and recognizing their needs while playing. For instance, if a child likes playing with toy guns or violent games, instead of scolding them, parents can engage in discussion with the child on why they like such games and violence and respond to it sensitively.

The more parents talk, play and spend time with their children, the children in turn begin to like and respect their parents more, and become more secure in the relationship.

2. Praise and reward for sociable behaviour

Parents can reformulate difficult behaviour in terms of the positive behaviour they wish to see by encouraging the expected/wanted behaviour. Instead of criticizing the unwanted behaviour, if the parents recognize and reinforce the positive behaviour, the same may yield positive results. For example, instead of shouting at the child not to run, they could praise him whenever he walks quietly; then he will do it more often. Through hundreds of such prosaic daily interactions, child behaviour can be substantially modified. When some parents find it hard to praise, and fail to recognize positive behaviour when it happens, the result is that the desired behaviour becomes less frequent.

3. **Clear rules and clear commands**

Rules need to be explicit and consistent; commands need to be firm and brief. Thus, shouting at a child to stop being naughty does not tell him what he *should* do, whereas, for example, telling him to play quietly gives a clear instruction which makes compliance easier.

4. **Consistent and calm consequences for unwanted behaviour**

Disobedience and aggression need to be responded to firmly and calmly, as aggression can never be countered by another form of aggression. For instance, if your child is throwing a temper tantrum, instead of screaming at him/her, you can put the child in a room for a few minutes. This method of 'time out from positive reinforcement' sounds simple, but requires considerable skill to administer effectively.

5. **Engage children in constructive activities and sports**

Children are full of energy and if this energy is not utilized constructively, children might feel restless, agitated and frustrated. Un-channelized energy might find an outlet in aggressive acts and push children towards violence. Thus, parents should try to engage children in sports and other creative activities. Sports and creative activities serve a two-fold purpose: i) constructive use of children's energy and ii) inculcating team spirit and appreciation of different skills and perspective through collaborative works.

QUICK TIPS FOR PARENTS

Talk to children about incidences of violence and crime in the city and the country. Try to understand what children are thinking and what they feel about it. For instance, in the Nirbhaya case, how did children percieve the role of juvenile in it and why?

Engage and show them positive examples in media, through stories, to explain to children as to why they should not endorse aggression and violent activities. E.g. Discuss with children the case of Malala Yousufzai and other children who raised their voice against violence.

Teaching children how to think and respond to situations and NOT REACT. For instance, share examples of road rage with children.

COMMUNITY ACTION BOX

PARENTS

Can use information on risk and protection to help them develop positive preventive actions (e.g. , talking about family rules) before problems occur.

TEACHERS

Can strengthen learning and bonding at school by addressing aggressive behaviours and poor concentration. Anger Management programmes in school can be beneficial in the long run.

COMMUNITY LEADERS

Can create safe spaces for children to play and constructively channelise their energy.

II. SUBSTANCE ABUSE

The World Health Organisation (WHO) defines substance abuse as harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs. Psychoactive substance use can lead to dependence syndrome—a cluster of behavioural, cognitive, and physiological phenomena that develop after repeated substance use and that typically includes a strong desire to take the drug, difficulties in controlling its use, persisting in its use despite harmful consequences, a higher priority given to drug use than to other activities and obligations, increased tolerance, and sometimes a physical withdrawal state.

1. Signs of Substance Abuse

There are different signs of drug abuse. In general, people who use drugs or alcohol typically display health issues; like, a neglected appearance, changes in behaviour and irregular sleeping patterns. They also make repeated requests for money.

- **RECOGNIZE THE PSYCHOLOGICAL SIGNS OF SUBSTANCE ABUSE:**

PHYSICAL SIGNS

- Bloodshot eyes
- Flushed skin
- Track marks or abscesses
- Weight loss or gain
- Impaired speech or coordination

- Unusual smell in breath or clothing
- Inability to sleep
- Poor hygiene

BEHAVIOURAL SIGNS

- Inability to focus
- Problems in school or with authority
- Lying and deceiving
- Mood swings and instability
- Hyperactivity or lethargy
- Loss of inhibitions
- Indifference to family or obligations
- Unexplained guilt
- Depression
- Decline of self-esteem
- Self-hatred, which may lead to self-mutilation

ii) WHAT CAN PARENTS DO[11]?

A child's relationship with his or her parents has a deep impact on their decision making. There is a delicate balance between being a positive role model for your child and being a smothering or overprotective parent. Eventually, teens have to make choices for themselves, and some of those might be poor. However, parents can take certain actions to reduce the likelihood that their children will experiment with drugs. Some of these actions include:

-Know Their Friends

Your child's groups of friends play an immense role in their attitudes on drugs. As children make transition in life, move through school and meet new people, they are likely to bounce around different circles. Some of these people may convince them to experiment with alcohol and other drugs. Parents should get to know their children's friends. It's important to know who your child hangs out with and be cautious of harmful influences. If you notice a negative change in your teen, identify the friends they are spending time with. Encourage your child to hang around the people you consider to be positive influences.

[11] https://www.drugrehab.com/addiction/signs-of-substance-abuse/

-Model Good Behaviour

Socialization process and parents have the biggest influence on the child's life. An unfortunate number of parents dissipate this responsibility with careless personal habits. Something as seemingly innocuous as smoking cigarettes or drinking cocktails can set an example for your child's future behaviour. Parents need to be cognizant of their influence, and should do their best to model good behaviours while in the presence of their children. Research shows that adolescents tend to imitate their parents' behaviour, including alcohol or other drug use.

-Create a Positive Environment

Parents need to go beyond modeling good behaviour and should create a positive environment for their child. In teenage years, children need a home that reinforces their good behaviour and builds their self-esteem. Teens who doubt themselves or feel disregarded by their parents are often the ones who seek alcohol or other drugs. Parents should be as involved in their child's life as they can. Motivate your children to strive for excellence and ensure that they have a positive self-image. Diminish stress and practice stress-relief strategies with your children to teach them healthy ways to relax.

-Talk to Teens Early

Research studies indicate that approximately nine per cent of parents do not teach their children about the dangers of drug abuse. Overwhelming evidence shows that a parent's lessons and involvement reduce the risk of substance abuse habits, particularly when started at an early age. Therefore, it is crucial for parents to talk to their children early and often about the drugs they may encounter. Let them know the dangers of getting involved with drugs and that you find it unacceptable.

-Warn About Peer Pressure

Whether from new friends or strangers, teens will encounter peer pressure during their middle or high school years. When you discuss drug abuse with your kids, be sure to warn them about peer pressure and how to handle it. Explain to your children that peer pressure is the influence you feel from others to do something you otherwise would not. A peer could be a friend, co-worker, classmate, acquaintance or anyone you admire. Peer pressure may occur directly or indirectly. Direct pressure involves peers explicitly asking you to do something. Indirect pressure happens when you witness others engage in an activity and are motivated to do the same. The famous slogan "Just Say No" is a basic template for dealing with peer pressure.

Warn your children that peer pressure can take many forms, and sometimes the friends your teen trusts the most end up being the ones who encourage them to experiment with drugs. Teach your children how to identify these situations, and how to be above the influence of their peers. They may tend to think that saying 'no' makes them look uncool. It is important to let

them know that resisting peer pressure, and not following the crowd, may be the coolest thing they can do.

-Recognize what drugs look like, how they are consumed, and how they are stored
For example, marijuana is generally smoked. This is done by rolling marijuana in paper. It can also be cooked in foods. Crack cocaine is smoked in glass pipes or snorted, typically using a straw, rolled dollar bill, or a small spoon. Heroin is injected typically into the arms or legs. Drugs such as marijuana are stored in small plastic bags, foil packets, or film canisters.

***-**Enforce Consequences for Drug Use*
Establish clear rules on the unacceptable use of alcohol and other drugs early in a child's life. If they violate the rules of the house, make sure there are consequences. A lack of repercussions can lead to repeated experimentation and drug abuse. Parents can foster good behaviour by suspending a teen's privileges or enforcing some other consequences for abusing drugs.

***-**Monitor Their Activities*
Parents should try their level best to keep tabs on their child's schedule and whereabouts without looking intrusive. If they mention any parties or sleepovers, make sure you know and trust the parents or chaperones who are supervising your children. Children should not have any inhibition or problem sharing this information with you. If they hide or are reluctant to tell you, that might indicate a problem. Do not let your children stay out too late or attend any gatherings that seem suspicious to you.

Parents whose children are into substance abuse should be familiar with the typical hiding places for drugs (especially at home). These include but are not limited to: stuffed toy animals, stereo speakers, the base of lamps, books/magazines, CDs, vents, closets, pillows, parent's room, car trunks, bushes, soda cans, etc. While monitoring their activities this closely may seem invasive; a study revealed that high levels of parental monitoring are associated with low frequencies of substance use.

iii) Cooperation in the community [12]

- School-parent cooperation

For a school-based prevention programme to succeed, strong policies (rules and their consequences) must be developed. This includes policies about the use, possession, and sale of drugs (including alcohol and tobacco). If there is no policy, parents can work with teachers, administrators, and others to develop one. Parents can also ensure that drug education is being

[12] Reference: http://www.albertahealthservices.ca/assets/healthinfo/AddictionsSubstanceAbuse/if-com-community-action-manual.pdf

taught at all levels and that the information given to students is up to date and age-relevant. Access to referral sources or community resources is also important.

Parent-community activities: When parents support community activities that promote healthy decisions and alternatives, children see this as being a good role model. Parents can help to organize events such as alcohol- and drug-free graduations, serve as chaperones, or help the event by soliciting for funds.

COMMUNITY CO-OPERATION PLAN

Parents can work with others in their community to increase awareness about the local drug abuse problem and the need for research-based prevention programmes.

Educators can work with others in their school and school system to review current programmes, and identify research-based prevention interventions appropriate for students.

Community Leaders can organize a community group to develop a community prevention plan, coordinate resources and activities, and support research-based prevention in all sectors of the community.

III. Problem Sexual Behaviour[13] or Sexually Abusive Behaviour[14]

There is a widespread reluctance in parents and children to talk about sex and related concerns. Thus, it is very important for parents to break their silence and talk to their children, especially boys. It is very essential for parents, teachers and community members to develop a dialogue on the issue. Our children are learning about sexuality and violence through different mediums. As a parent our task is to prepare them for those lessons, as best we can. Pick up a conversation with your child every time you hear them use a sexist language, cracking sexist jokes. Start a

[13] Problematic sexual behaviour is a term used more commonly in American context whereas sexually harmful behaviour is used in UK. In this reader, we shall be using problematic sexual behaviour.

[14] http://www.dhs.vic.gov.au/__data/assets/pdf_file/0011/713693/problem-sexual-behaviour-or-sexually-abusive-behaviour.pdf

discussion with him when you overhear a boy teasing a girl, comments on figure or clothes of a girl, having misogynist attitude on television or in real life. Try to explain to them why sexist language or behaviour is unacceptable.

Parents and caregivers also need to distinguish between children exhibiting problem sexual behaviour and children engaging in sexually abusive behaviour. To begin with, we must accept that children are sexual beings. At different ages and stages children engage in a healthy expression of sexuality consistent with their stage of sexual development. However, some children and young people display problem sexual behaviour or sexually abusive behaviour towards others. The two terms commonly used to describe this type of behaviour are Problem Sexualized Behaviour (PSB) and Sexually Abusive Behaviour (SAB).

Problem Sexualized Behaviour is defined as the range of sexual behaviours outside developmental norms which may be self-directed or directed towards others, which are likely to have an impact on the child's functioning or the functioning of others, but which are not coercive.

Sexually Abusive Behaviour is defined as any sexual activity or sexual behaviour of one child that is abusive or coercive towards another child.

A dominant sexual paradigm insists men can say what they want to women and put their hands on women whenever the "uncontrollable urge" strikes; the way for women to control men's wild urges is by concealing their bodies. But there is another way of talking about sexuality. In this alternate paradigm, people of both sexes and all genders are asked to take responsibility for themselves and their desires. Men are not slaves to primal urges; women need to say what they want. "Yes" means 'yes' and "NO" means 'no'. One needs to reject the much clichéd Bollywood one-liners like "Ladki ki toh naa mein bhi haan hain" or "Hassi toh Phasssi" type phrase which have no truth in reality.

In this alternate paradigm, one does not shift blame from the more-powerful to the less-powerful. We refuse to believe that men have more rights (and fewer responsibilities) than women. We do not even necessarily divide humans into "men" and "women"; you accept that people play with masculine and feminine traits, and can be whatever they want to be. We need to create a vision of a positive, healthy sexuality for our boys. For this we have to sit down and talk with our boys about sexuality and women in general per se, to enable our children to have a clear perception and not carry any false information.

Annexure A outlines age-appropriate and concerning sexual behaviours for children and young people up to (and including) 17 years of age.

TIPS FOR PARENTS TO SUPPORT CHILDREN WITH PROBLEMATIC SEXUAL BEHAVIOUR

These tips have been adapted from the Sexual Assault Support Service's excellent fact sheets for parents, carers and professionals around Problem Sexualized Behaviour (PSB) and Sexually Abusive Behaviour (SAB)[15].

Stay calm and always remember to tell the child that "it is the behaviour that is not okay, not the child".

- Clearly and calmly ask the child to stop the behaviour and explain why it is not okay
- Be supportive: check with the child and spend time with them talking about their feelings, and discuss privacy and personal boundaries with them
- Decrease the opportunity for problem behaviour to happen again, by:
    - Identifying as to what triggers the behaviour and limiting the child's exposure to such triggers.
    - Collaborating with your family, school and counsellor to support the child.
    - Explaining calmly to the child that their activities will be supervised by an informed adult, and that this is for everyone's safety.
    - Involving your family by making sure everyone follows some simple house rules about privacy and nudity.
    - Providing the child with the knowledge they need for positive behaviour change, for example, by teaching them about appropriate ways to express themselves and role modelling appropriate communication and behaviour.

While your role as the child's care-giver is vital in supporting a child displaying these behaviours, it is not something you can handle alone. Approach your local sexual assault centre, social worker or a psychologist to get support.

[15] http://www.sass.org.au/factsheets/

SEXTING[16]

With the advancement of technology, almost every teen has many avenues to get online: via smartphones, tablets, and laptops, all of which can be used in private. It is very easy for teens to create and share personal photos and videos of themselves without their parents knowing about it. Any sort of photo, video, or message that shows someone doing or saying something embarrassing or offensive can be damaging to reputation. And, this is especially true if there is nudity, sex, or sexually suggestive content involved. This type of sharing, known as "sexting", has the potential to haunt a teen for the rest of his or her life. The operational definition of sexting is described as under.

What Is Sexting?

Sexting (or "sex texting") is the sending or receiving of sexually explicit or sexually suggestive images, messages, or video via a cellphone or the Internet. Examples of sexting include sending:

- nude or nearly nude photos or "selfies"
- videos that show nudity, sex acts, or simulated sex
- text messages that propose sex or refer to sex acts

Consequences of Sexting

Teens should understand that messages, pictures, or videos sent via the Internet or smartphones are never truly private or anonymous. In seconds they can be out there for all of the world to see. Young people may think 'sexting' is harmless but it can leave them vulnerable to:

- **Blackmail**
  An offender may threaten to share the pictures with the child's family and friends unless the child sends money or more images.
- **Bullying**
  If images are shared with their peers or in school, the child may be bullied.
- **Unwanted attention**
  Images posted online can attract the attention of sex offenders, who know how to search for, collect and modify such images.
- **Emotional Distress**
  Children may feel embarrassed and humiliated. If they are very distressed this could lead to suicide or self-harm even.

[16] Adapted from http://kidshealth.org/en/parents/2011-sexting.html

If a compromising image of your teen goes public or gets sent to others, your teen could be at risk of humiliation, embarrassment, and public ridicule. Even worse, it could damage your teen's self-image and possibly lead to depression and other mental health issues.

What Parents should know

Attributes like decision-making skills, judgement, and ideas about privacy in a teenager are not fully developed at his/her age and these are at a process of being formed. It can be hard for them to grasp the permanent consequences of their impulsive interactions. Just as they might not consider how smoking could lead to long-term health problems, they can be reluctant to curb their "share everything" tendencies now for the sake of their reputations later.

One of the top responsibilities of parents is to teach their kids how to take responsibility for their own safety and their own actions. It is important to guide and tell children about the virtual world too.

What Parents can do?

First – Have a conversation

We need to make sure that our children are aware of the dangers of sexting. They need to clearly know that a) they are breaking the law and the consequences of being charged with those offences, and b) that photos sent and received can be forwarded to others without their consent and may end up being seen by hundreds of people.

Second – Set down clear rules

We need to tell our children that we know they may well be tempted to send a picture of themselves at some point, but that they absolutely must resist this urge. Remind them again of the reasons. Tell them when they turn 18, if they chose to do this in a relationship, then that will be their business. It is absolutely against family rules to send a photo of themselves or any part of themselves naked.
Don't be vague about this, be very specific and clear. Also let them know that if you ever discover that this has happened, you would take away their phone from them so as to curb their temptation and teach them a lesson.

Third – Monitor their texting

Children and adolescents need not be allowed 100 per cent privacy for what they do, say and hear online and with their phones, for their own sake. While parents pay for their phone bills, or even if they do not – while children are under age – as parents, tell them that parents must have some level of knowledge of what they are texting. This does not mean parents will check every text. But it does mean that occasional checking may happen. It means that phones are not allowed in bedrooms with closed doors at night. It means that teens cannot put lock on their phones that parents may not know about. As teens get older (16 and 17 for example) it may be that more privacy could be negotiated.

Fourth – Keep your relationship with your child/children healthy

Finally, parents need to make sure they keep on pursuing good relationship with their teens. In general this means:

- Showing interest in their lives (without being nosy for the sake of it)
- Prioritizing one on one time with your children
- Speaking respectfully and calmly (as we are with adults) even when children make mistakes
- Showing admiration and thanking them often (even when we need to look hard for things to do this for)
- Forgiving and allowing mistakes

When parents do these things for teens, they are more likely to have a good relationship with their children, and we could help/guide our children through these kinds of tricky issues that our society now faces.

PART-II

FOR TEACHERS

I. SCHOOL VIOLENCE: HOW TO DEAL WITH IT?

The cases of violence in schools in India are rising[17]. School violence is prevalent in all countries and includes physical, psychological and sexual violence, and bullying. As discussed in Part 1, the root causes include gender and social norms and wider structural and contextual factors such as inequality in income, deprivation, marginalization and conflict. It is estimated that 246 million children and adolescents experience school violence in some form every year[18]. If our country aims to achieve the Education for All goal, due attention must be given to violence in learning contexts.

This sub-section of the *Reader* aims to prevent and eradicate school violence, by providing concrete steps for educators and concerned stakeholders. Before, one proceeds with the steps to deal with school violence it is important to understand various forms of school violence and their consequences.

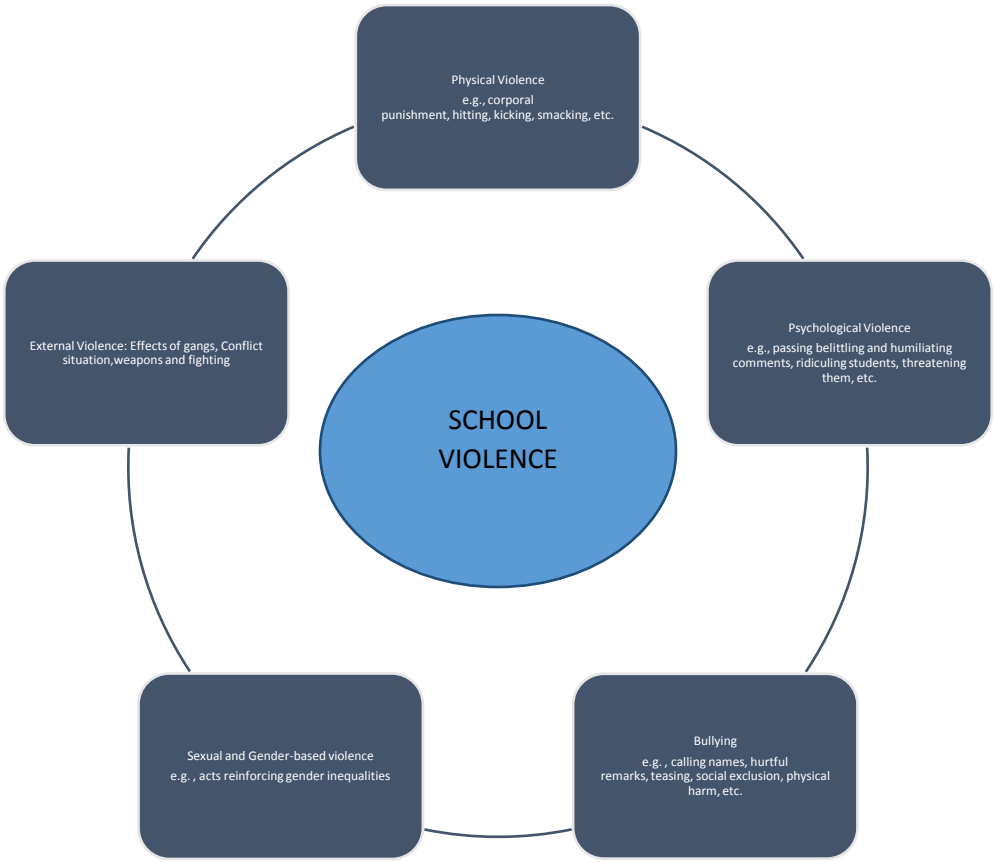
1.1 Forms of Violence in Schools and their Consequences

Numerous factors like cultural understanding of violence, socio-economic factors, a student's home life and the external environment of the school, can take the form of violence in schools. Researchers have found that there can be great disparities between cultures and societies in defining what constitutes a violent act or environment. Regardless of the cultural or socio-economic context of the school, violence occurs in both physical and psychological forms. Given below are the main forms of violence as identified by the World Report on Violence against Children[19].

[17] Refer to http://timesofindia.indiatimes.com/city/delhi/Violence-in-schools-is-rising/articleshow/569014097.cms

[18] Plan International estimates that at least 246 million boys and girls suffer from school violence every year. This is based on the following calculation: the 2006 UN Study on Violence against Children reported that 20-65per cent of schoolchildren are affected by verbal bullying, the most prevalent form of violence in schools. Based on UNESCO's 2011 Global Education Digest report, 1.23 billion children are in primary or secondary school on any given day, so 20per cent of the global student population is 246 million children. Source: UNESCO Institute for Statistics (2011). Global Education Digest 2011: Comparing Education Statistics Across the World.

[19] The World Report on Violence against Children was commissioned by the United Nations Secretary-General to provide an understanding of the nature, extent, causes and consequences of different forms of violence against children (physical, psychological, and sexual). It looks at five main settings in which violence takes place – the family, schools, care and residential institutions as well as detention facilities and prisons, in work situations, and in communities and on the streets.



1.2 CONSEQUENCES OF DIFFERENT FORMS OF SCHOOLS VIOLENCE[20]

- Physical or corporal punishment may have serious consequences on a student's mental and physical health. Physical violence in schools has been linked to slow development of social skills, depression, anxiety; aggressive behaviour and a lack of empathy or caring for others. Corporal punishment breeds resentment and hostility and hampers the quality of teacher-student and student-student relationships. It makes a teacher's work harder, less rewarding and immensely frustrating. Furthermore, it prevents children from learning how to think critically, make sound moral decisions, cultivate inner control, and respond to various circumstances and frustrations that may exist in life in a non-violent way. Corporal punishment instead teaches students that the use of force—be it verbal, physical or emotional—is acceptable, especially when it is directed at younger, weaker individuals. This lesson leads to increased incidents of bullying and an overall culture of violence in schools.

- For both the bully and the student who is bullied, the cycle of violence and intimidation results in greater interpersonal difficulties and poor performance in school. Students

[20] Adapted from: http://unesdoc.unesco.org/images/0018/001841/184162e.pdf

who are bullied are more likely than their peers to be depressed, lonely, or anxious and have low self-esteem. Bullies often act aggressively out of frustration, humiliation, anger and in response to social ridicule.

- Sexual assault and other forms of gender-based violence in schools are significant factors in low enrolment and drop-out rates for girls. Gender-based violence not only acts to discourage girls from going to school but may also cause parents to prohibit their daughters from attending school for fear that they too will be victimized. Sexual violence against boys in school can cause particular shame as it is often considered a taboo subject. Sexual and gender-based violence puts students at risk of sexually transmitted diseases, unwanted pregnancy, low self-esteem and diminished performance at school. It also has repercussions on the family and the community.

- When students are involved with gangs or live-in communities where gangs and drugs are part of the culture, this can directly lead to fighting, weapons and drug-related violence within the school. Conflict situations can impair a student's ability to learn and attend school. Conflicts may also impact school infrastructure, availability of qualified teachers, and distribution of and access to learning materials. Reports from countries in conflict have found that the situation exposes students to violence, increasing their risk of being victimized both in and out of school.

1.3 10 Actions to Stop Violence in Schools[21]

This part of the reader offers ten action areas designed for teachers to address and prevent violence in classrooms and schools. The teachers can begin with implementing basic actions in the classroom, while, other actions require greater levels of involvement from school staff and the community, such as implementing school safety mechanisms.

1. Advocate a holistic approach involving students, school staff, parents and the community

Talk to the school principal, guidance counsellor, colleagues, students, parents and community leaders to achieve a common understanding of the problem of violence in your school. Teachers cannot prevent violence in schools alone. The entire school community must come together to agree on a strong and clear message that violence, sexual harassment, bullying and intolerance are unacceptable in the school environment. When everyone is aware of the different ways that violence occurs, the people it affects and its impact, finding solutions will be much easier.

[21] These 10 actions are adapted from http://unesdoc.unesco.org/images/0018/001841/184162e.pdf

Develop a plan of action in collaboration with those mentioned above as well as health care professionals, law enforcement officers, and other key community groups. Violence prevention plans developed in broad consultation and cooperation are more likely to succeed than those prepared by a single group of professionals acting alone.

Find ways to reduce risk factors, for example, by ensuring a well-lit physical environment, or by teaching students non-violent conflict resolution skills[22]. Reducing opportunities for violence and giving students the tools to prevent it are both crucial in creating a safe school.

In-Class Activity: Ask students to talk with one another, their teacher and guidance counsellor about school violence. Who is affected and how? Who within the school and the community could you reach out to for assistance? Make a list of people and organizations that could support them in preventing school violence and discuss ways to reach out to them.

2. MAKE YOUR STUDENTS YOUR PARTNERS IN PREVENTING VIOLENCE

Include human rights and peace education in the school curriculum. Teach students about their human rights as well as the rights of their peers, teachers, family members and members of their community. Schools can teach about human and children's rights using stories, debates, role-playing, games and current events, all of which engage students in analysing and applying their knowledge of human rights to the reality of their own school and community-setting.

Use student-friendly versions of the Universal Declaration of Human Rights and the Convention on the Rights of the Child available and translate it into a child's language. Both documents express everyone's right to education and everyone's right to grow and learn in a safe, environment. Discuss these documents with your students and try establishing ways that everyone's human rights can be understood, protected and respected in your classroom.

Enlist your students in setting the rules and responsibilities of the classroom. Ask your class to write out a code of conduct with you. What actions are ok, what actions would hurt others or disrupt the class, and what actions are essential so that you can teach and

[22] For more details see conflict resolution section in Section 1 of the reader.

your students can learn in a peaceful environment. Writing a code of conduct together makes everyone's rights and responsibilities clear and furthers student participation.

In-Class Activity: Ask students to discuss with the teacher and one another what is violent and what is not. What specific rights are disrespected in acts of violence? Suggest ways to raise awareness of human rights in school and promote respect and appreciation for differences, for example, through debates, field trips, games, role playing, and story-telling.

3. USE CONSTRUCTIVE DISCIPLINE TECHNIQUES AND METHODS

Keep classroom rules positive, instructive and brief: When classroom rules are developed, the list should include no more than five or six rules. Keep the list simple and to the point. Rules should be stated positively, rather than in a negative way, to clearly guide students as to how to behave instead of how not to behave. Make sure they do not contradict school-wide policies.

Use positive reinforcement: Reinforce constructive behaviour through eye contact, a nod, or a smile. Extra credit points or an extra five minutes of play time at the end of the day may also be awarded. Acknowledgement of success in front of the class can be particularly rewarding for students. You may also wish to nominate 'the best behaved group every week and display the group's name in a noticeable area of the classroom. When such recognition is used, they should always be immediate and small yet gratifying.

Use disciplinary measures that are educative, not punitive: Make sure that when you discipline a student, measures focus on the student's misbehaviour and its impact—not on the student himself or herself. Depending upon the nature of the ill conduct, some disciplinary methods could be as follows:

- Set aside time after school or during break periods to discuss the misbehaviour— why it arose, and what should be done to correct it;
- Request the student to apologize;
- Change seating placement;
- Send notes to parent(s) or make home visits***;***
- Analyse the seriousness of the situation, and decide to send the student to the Principal's office depending on the situation.

In-Class Activity: Propose to students to create a student club against violence. You can help them organize activities to promote a peace campaign and a safe campus for everybody.

4. BE AN ACTIVE AND EFFECTIVE FORCE TO STOP BULLYING

- ***Work to develop*** a common definition of bullying among teachers, student representatives, school staff and community members so people may enforce the same expectations consistently.
- ***Consistently enforce*** consequences for verbal and physical aggression.
- ***Encourage*** school counsellors or staff to provide counselling for bullies alongside the enforcement of consequences.
- ***Support*** students targeted by bullies. Encourage them to talk to teachers and school counsellors while also working with parents, students and staff to protect them from repeated victimization.
- ***Empower and educate*** bystanders to tell adults, support those targeted and discourage bullying. One way to achieve this could be through peer mediation and conflict resolution programmes which train students to support each other, report acts of bullying and learn strategies to resolve conflicts.
- ***Recognize and acknowledge*** the action of students who support each other to stop bullying. Equally important is ensuring that those who report are protected from retaliation.

In-Class Activity: Ask students to discuss with you and one another what is violent and what is not. What specific rights are disrespected in acts of violence? Suggest ways to raise awareness on human rights in school and promote respect and appreciation for differences, for example, through debates, field trips, games, role playing, and story-telling.

5. BUILD STUDENTS' RESILIENCE AND HELP THEM TO RESPOND TO LIFE'S CHALLENGES CONSTRUCTIVELY

Build students' resilience and their ability to cope with everyday challenges, stress and adversity successfully by helping them build positive relationships with others. Increased resilience reduces the likelihood of a student reacting with violence or falling prey to it. Teachers who demonstrate pro-social, constructive behaviour, provide guidance and offer protection increase their students' resilience by showing a positive, alternative way of responding to life's challenges. Such teachers serve as role models for positive, caring relationships.

Involve your school in a peace education programme to build conflict resolution skills. Peace education programmes allow students to understand how violence occurs, develop capacities to respond constructively to violence and learn about alternatives to violence.

Encourage your school to establish a school counselling programme. Counsellors can support students in dealing with difficulties in their lives and intervene in a preventive manner. They can support teachers, school staff and students in preventing and addressing violence by:

- Acting as mediators in situations that seem to be regressing towards violence;
- Assisting in reaching a peaceful resolution before a situation escalates into physical violence; working with both victims and perpetrators of violence and provide psycho-social support;
- By promoting proactive programmes designed to address issues such as bullying, drug abuse and gang activity.

Engage in conflict prevention games with your students. Ask students to role-play a situation, for instance, "What would happen if you were confronted by a bully? What would you do?" By creating situations that are momentarily real, your students can practice coping with stressful, unfamiliar or complex situations. Also encourage games that place students in a new role, one that other students may be facing, in order to encourage empathy. Ask students to discuss how they felt and what solutions worked.

6. BE A POSITIVE ROLE MODEL BY SPEAKING OUT AGAINST SEXUAL AND GENDER-BASED VIOLENCE

Be aware of gender biases Gender biases encourage gender discrimination. Sometimes teachers' perception of boys are different from their perception of girls. For example, some see boys as being inherently better at Maths or 'naturally clever', while girls may be seen as 'quiet, hard workers'. Break the perpetuation of stereotypes and different expectations for girls/women and boys/men. Raise awareness of gender biases in the classroom and encourage your colleagues to do the same. Boys are both perpetrators and victims of sexual violence within schools, so teachers should not focus solely on female victimization.

Make sure that your interaction with boys is similar to your interaction with girls. A lower frequency and/or quality of teacher interaction with girls can diminish their self-esteem and self-reliance which in turn, increases their likelihood of victimization. One way to encourage girls to participate in the classroom may be to break the classroom

into discussion groups so that girls form the majority of a group or groups. Girls generally feel free to express themselves when amongst one another.

Encourage your school to establish a training programme for teachers, students and the community to understand, identify and respond to cases of sexual and gender-based violence. Training should educate about gender biases which lie at the root of gender-based violence and should recognize the link between violence against girls at school and lower the number of girls attending and remaining in school.

Help your school and community recognize the need to protect girls and women within the school environment. In conflict and post-conflict situations, girls and women are especially vulnerable to conflict-related violence.

Advocate to train the school staff in sexual and gender-based violence and to strengthen women's representation in management structures. Personnel trained in the detection and support of victims of sexual and gender-based violence enhances violence prevention. Having women in the management reinforces support for victims, and encourages the reporting of sexual violence.

Break the silence Speak out against violence and make good use of reporting mechanisms. Encourage colleagues and students to name perpetrators of violence both inside and outside schools.

In-Class Activity: Call on students to avoid insulting or teasing each other, especially in regard to sexual differences. Everybody is different, but we are all equal!

8. PROVIDE SAFE AND WELCOMING SPACES FOR STUDENTS

Conduct mapping exercises with students to identify which places in the school are safe, which are dangerous and when students are most at risk. School staff should also be alerted about the dark corners, poorly lit areas, unsupervised stairways and toilets where students are at risk of sexual or physical abuse.

Draw attention to the need for private and safe toilets for girls and women. One simple but significant reason that girls do not attend school is a lack of safe and clean latrines and other facilities that ensure privacy.

Work together with other staff to make sure that school playgrounds are safe by ensuring the presence of adults to supervise students. Students need safe places to play between classes and after school.

In-Class Activity: Suggest starting a campaign for a safe school environment by identifying places within the school campus that are unlit or unsafe.

9. Learn violence prevention and conflict resolution skills and teach them to students

Receive training on non-violent conflict resolution, human rights based approaches to classroom management, and peace education. Appendix B provides Information on materials that offer practical ways to prevent and resolve conflicts in schools.

Try conflict mediation techniques and teach your students how to use them to resolve their own conflicts. Teach students negotiation skills that enable them to:

a) Define their conflict ("What are we arguing about? Why and how did the issue arise?");
b) Exchange positions and proposals ("I think it should be this way because …");
c) View the situation from both perspectives (through role-playing or debating, for example);
d) Decide on options where both students may gain 'win-win' solutions ("We'll try it your way today and my way tomorrow to see which way is better.");
e) Reach a sensible agreement.

In-Class Activity: Help students learn how to help mediate conflicts between their classmates. Designate a class peacemaker every week so that everybody can learn and practice conflict resolution and negotiation skills.

10. Recognize violence and discrimination against students with disabilities, and those from indigenous, minority and other marginalized communities

Educators may need to ***explain*** to other students the reasons why some children behave differently, have difficulties in learning or have limitations in sports and other physical activities due to their mental, learning or physical disabilities. Emphasize that all members of the class are different in different ways and this is what makes them unique. Differences are to be appreciated. Everyone has the right to be respected for who they are. Similar work may need to be done at parent-teacher meetings.

In-Class Activity: Ask students to treat each of their classmates equally the way they would like to be treated, especially those who may be different from them, who may come from different cultures or who may have limitations in their physical or mental abilities. Reminder: Differences are to be appreciated and everybody has the right to be different.

1.4 CYBER BULLYING[23]

Tips for parents and teachers to stop cyberbullying[24]

Children are often reluctant to tell parents or teachers about cyberbullying because they fear that doing so may result in losing their computer or cell phone privileges. While parents should always monitor a child's use of technology, it's important not to threaten to withdraw access or otherwise punish a child who's been the victim of cyberbullying.

Prevent cyberbullying before it starts

- To stay safe with technology, teach your kids to:
- Refuse to pass along cyberbullying messages.
- Tell their friends to stop cyberbullying.
- Block communication with cyberbullies; delete messages without reading them.
- Never post or share their personal information online (including full name, address, telephone number, school name, parents' names, credit card number, or Social Security number) or their friends' personal information.
- Never share their Internet passwords with anyone, except you.
- Talk to you about their life online.
- Not put anything online that they wouldn't want their classmates to see, even in email.
- Not send messages when they're angry or upset.
- Always be as polite online as they are in person.

Source: National Crime Prevention Council

[23] Cyber bullying and types are defined in section 1 of this reader.
[24] Refered and adapted from https://www.helpguide.org/articles/abuse/cyberbullying.htm

Monitor your child's technology use

Regardless of how much your child resents it, you can only protect him or her by monitoring what they do online.

- Keep the computer in a busy area of your house so you can easily monitor its use, rather than allowing your child use a laptop or tablet in his or her bedroom, for example.
- Limit data access to your child's smart phone if he or she uses it to surf the web. Some wireless providers allow you to turn off text messaging services during certain hours.
- Set up filters on your child's computer. Tracking software can block inappropriate web content and help you check up on your child's online activities.
- Insist on knowing your child's passwords and learn the common acronyms kids use online and in text messages.
- Know who your child communicates with online. Go over your child's address book and instant messenger "buddy list" with them. Ask who each person is and how your child knows them.
- Encourage your child to tell you or another trusted adult if they receive threatening messages or are otherwise targeted by cyberbullies, while reassuring them that doing so will not result in their loss of computer or cell phone privileges.

How to deal with incidents of cyberbullying

- Don't reply to any incidents of cyberbullying but do save and document the threats (harassing messages, sexually explicit pictures, or threatening texts, for example) and report them to the police. Seek appropriate legal advice.
- Report incidents of cyberbullying to the police, the cell phone company, and to any web site used in the cyberbullying.
- Block the cyber bully's email address or cell phone number, or change your child's email address or phone number.
- If you are able to identify the cyberbully, you could contact his or her parents or notify your child's school if the cyberbully is also a student there. Many schools have established protocols for handling cyberbullying but check with your child first as he or she may prefer to resolve the problem privately.

II. SUBSTANCE ABUSE

WHO defines substance abuse as the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs. Psychoactive substance use can lead to dependence syndrome - a cluster of behavioural, cognitive, and physiological phenomena that develop after

repeated substance use and that typically include a strong desire to take the drug, difficulties in controlling its use, persisting in its use despite harmful consequences, a higher priority given to drug use than to other activities and obligations, increased tolerance, and sometimes a physical withdrawal state.

2.1 Signs of Substance Abuse

There are different signs of drug abuse. In general, people who abuse drugs or alcohol typically display health issues, a neglected appearance, changes in behaviour and irregular sleeping patterns. They also make repeated requests for money.

PHYSICAL SIGNS

- Bloodshot eyes
- Flushed skin
- Track marks or abscesses
- Weight loss or gain
- Impaired speech or coordination
- Unusual smells on breath or clothing
- Inability to sleep

BEHAVIOURAL SIGNS

- Inability to focus
- Problems in school or with authority
- Lying and deceiving
- Mood swings and instability
- Hyperactivity or lethargy
- Loss of inhibitions
- Indifference to family or obligations

Recognize the psychological signs of substance abuse:

- Unexplained guilt
- Depression
- Decline of self-esteem
- Self-hatred, which may lead to self-mutilation

2.2 What Teachers Can Do?

This section will help the teachers and school administration to:

1. Identify when students might have a drug use problem
2. How you can engage young people to about possible drug use

3. Provide appropriate school based support or link students to specialised services.

2.2.1 Identifying students with drug use problem

It is important to be mindful of changes in young person's behaviour due to factors other than drug use. Therefore, it is important for the teachers to remember the following:

a) Many observed behavioural changes which are recognised as signs and symptoms of drug use may be due to other causes and factors. It is important not to jump to conclusions without checking the facts first.

b) Drug use is not necessarily drug abuse. The proportion of adolescents who develop significant problems associated with drug use is relatively small compared with the total number of users.

c) Research has found that the strongest predictor of increased drug use is the effects of being labelled a 'drug user'. In other words, drug use increases as a result of getting into trouble for initial drug use. A plausible reason for this can be that the drug user is often alienated from society by being labelled as 'drug user' and is no longer motivated to conform or belong to that society. The drug user has less opportunity to socialise with non-drug users as a result of alienation, and consequently increases involvement with drug using groups.

Drug misuse may have an impact on learning and participation in school. Teachers are usually the primary adults who participate in the life of children outside the family. They can readily identify atypical behaviour, and recognise when students are not learning and may be experiencing difficulties with other aspects of their lives.

2.2.2 Talking to young people about possible drug use

Issues of trust and confidentiality can arise when teachers discuss possible drug issues with young people. Teachers cannot guarantee confidentiality if matters are discussed that would oblige them to report their concerns about the welfare and safety of the young person to the principal. Teachers should discuss with the principal behaviours that need to be reported and the procedures for doing so. At the outset of any discussion, teachers should also advise students that there are limits to the help they can give and that they may need to refer the student for more specialised assistance. The student should be informed before further advice is sought.

Often the discussions on drug use are dominated by the adult, who lectures and questions a resentful and uncommunicative adolescent. The following guidelines are offered as a way of obtaining a clearer understanding of the situation and encouraging effective two way communication. Before approaching students, the teachers should:

• Consider carefully the best person to approach the student. There may be another staff member, such as the school counsellor, who has good rapport with the student or who is more experienced in working with student problem behaviours.
• Make sure that the young person is not intoxicated when you approach him or her, as he or she will not be able to respond appropriately or remember accurately what is discussed.
• It may be advisable to check if other staff members are concerned about the student, while taking care not to divulge any confidential information.
• Choose an appropriate time and place so that the student is not embarrassed in front of other students or teachers. Allow enough time for a full discussion, out of hearing range of others, and with minimal interruptions.

2.2 What can be done if the student is reluctant?

• If the young person does not respond to overtures to discuss concerns about possible drug use, respect their right to privacy and do not try to force the issue as this may cut off future lines of communication.
• Remain friendly and non-confrontational as pressuring the student may increase defensiveness and delay change. Offer information, such as pamphlets about drug facts, and support services.
• Monitor the student's progress and offer appropriate support in other relevant areas.

2.3 Providing support to Young people

Children may be reluctant to accept help or may feel that other problem areas in their life are more pressing than any specifically related to drug use. They must first recognise that they have a problem and then decide that they want to do something about it. School counsellors, social workers and teachers can help young people make such a decision by working with them in a non-judgmental and empathic manner.

Teachers and parents should communicate with each other. It is important to keep each another up to date about the child so that an overall and full picture is developed. Be aware of non-verbal communication. Teachers and parents should look for nonverbal cues such as avoiding eye contact, which may indicate guilt, or squirming/fidgeting, which may indicate fear. Teachers and parents should also be cognizant of their own non-verbal cues such as frowning to indicate disappointment or disapproval.

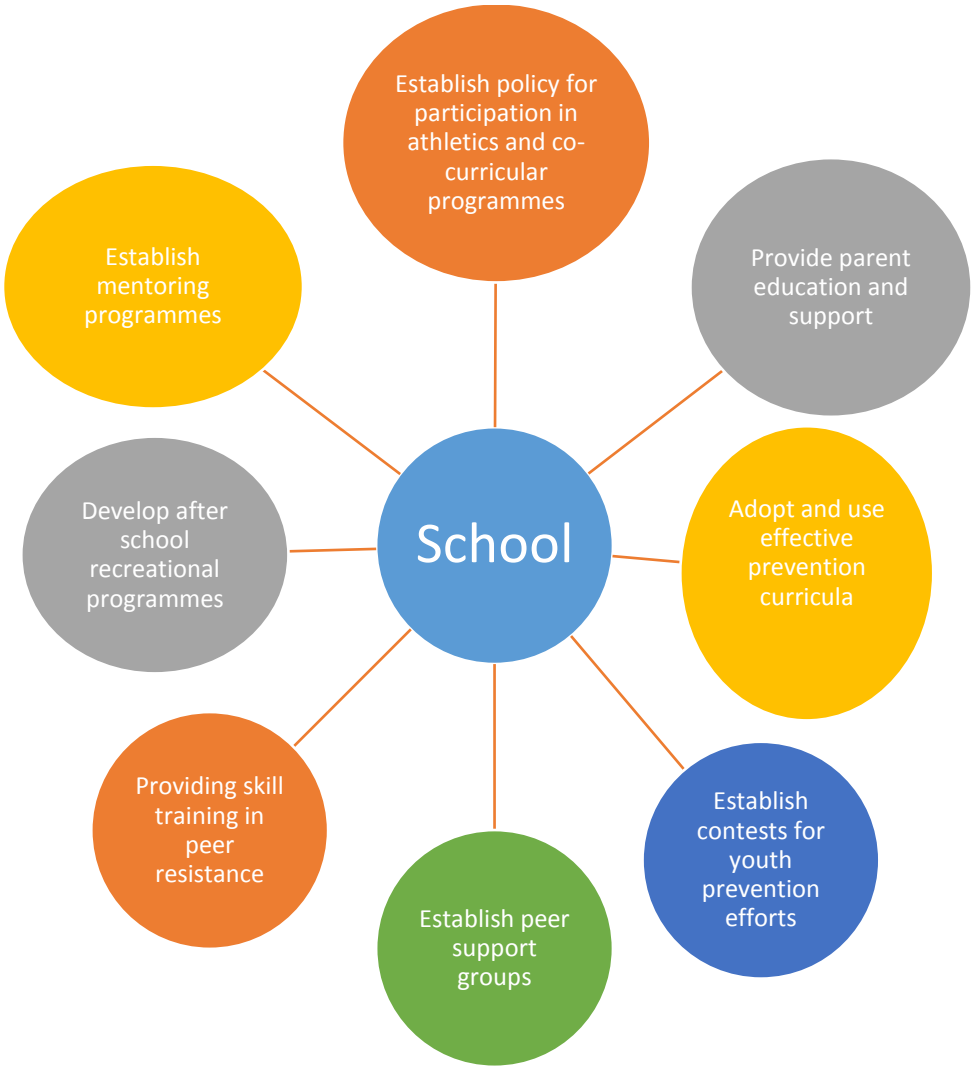


Figure: Ways of involving the School

III. Problem Sexual Behaviour or Sexually Abusive Behaviour[25]

Schools play a big role in socialisation process of children as children spend a huge part of their time in school. Thus, schools and teachers play a special role in combating child sexual abuse and can be at the frontline on matters of child protection. The teachers due to their close daily contact they are in a unique position to identify children with problematic sexual behaviour or who are victims of child abuse. It is important that school staff do not over-react or under-react, or respond to children's sexual behaviour in a way that labels and "pathologizes" them. It is the way adults respond to the child's behaviour that gives the behaviour meaning for the child. When children engage in sexual behaviour in school settings, teachers and principals are faced with sensitive cultural, gender, religious, spiritual, legal and professional issues. Thus, it is very important to understand how sexual behaviour problems develop, and how teachers and other school staff can respond appropriately to them. When teachers are able to recognize children's problem sexual behaviours in the school, are able to talk openly about sexual behaviour, and know how to respond, children too feel more comfortable talking about and reporting problem sexual behaviour. This can help teachers to establish a practical and effective system for responding to and preventing sexual behaviour problems in the school setting.

This section is not intended to be a tool for diagnostic purposes or clinical assessment of children's problem sexual behaviour. It is instead intended to act as a manual for teachers who are faced with the task of responding to problem sexual behaviour. This section will assist teachers/ school staff in distinguishing between levels of behaviour and in identifying appropriate levels of response to a range of problem sexual behaviour.
The two terms commonly used to describe this type of behaviour are problem sexualised behaviour (PSB) and sexually abusive behaviour (SAB).

It is also important to note that teachers should not just only focus on managing the behaviour for purposes of safety and professional liability. They should respond to problem sexual behaviour with the goal of preventing the development of aggressive or offending behaviour in children who may be considered "at risk". Therefore, the teachers should keep in mind the three essential goals26:

1. The teachers should try to increase the communication between "at risk" students and the adults around them. This can be accomplished by adults speaking directly and matter of- factly to children about appropriate and inappropriate behaviour. The students come to realize that the adult is comfortable communicating directly about sexual behaviour.

[25] http://www.dhs.vic.gov.au/__data/assets/pdf_file/0011/713693/problem-sexual-behaviour-or-sexually-abusive-behaviour.pdf
[26] Refer to: http://www.icmec.org/wp-content/uploads/2015/10/Responding-to-Improper-Touching-CA.pdf

2. The teachers should try to make the child empathise with those affected by his or her behaviour. This can be accomplished by the adult demonstrating concern for those involved and providing information about the effect of the behaviour on all persons involved.

3. The teachers should try to increase the accountability, or sense of self-control, of the student over his or her behaviour. This can be accomplished by providing limits, reminders of rules, consequences for misbehaviour, and by encouraging students to accept responsibility for misbehaviour

What Teachers can do?

Responding to Problem Sexual Behaviour in the School Setting
A student's sexual behaviour may be reported to school personnel by another student, or a parent, or observed directly. When an incident is reported by a parent to a staff person, he or she should:

- Acknowledge the person reporting for bringing the behaviour to his or her attention.
- Reassure the reporter that the school will take appropriate action
- Inform the school principal of the alleged incident
- Consider reporting to police as per provisions of the POCSO Act 2012

What to do when sexual behaviour appears to be normal

Although a child's sexual behaviour may be within the normal range, it may be inappropriate for it to occur at school. When it does, it merits a response designed to teach boundaries and important distinctions, such as the difference between private and public behaviour at school.

At the first level of response, teachers may talk to the student(s) when sexual behaviour is observed or reported. In talking to the student(s), staff are taking advantage of a "teachable moment" to:

• communicate to the student concern about the specific behaviour.
Describe the behaviour in terms that are clear and direct ("You had your underpants down on the playground.") pointing out the impact on others ("When I saw you both with your pants down, I felt uncomfortable. Clothes stay on at school.")

• reminding student of the "norm" ("Taking your clothes off is what you do in a private place, and the school yard is a public place.")

Talk to Other Student(s) Involved

Sometimes it is not clear whether one child was the initiator or both children were willingly engaged in the sexual activity. In such cases, school personnel should speak to both students about their behaviour.

Document the Incident and inform school management and Principal/head teacher

Documentation is important because it enables the school to track whether the student's behaviour has changed as a result of the adult intervention. Also, the nature and extent of a student's problem sexual behaviours may not be immediately evident, based on a single incident. A record of the incident can help the school to determine if there is a pattern of behaviour that may be cause for concern.

Inform Parents

The principal should contact the parents or guardians of both students to inform them about the incident. Explain that the behaviour does not appear to be cause for concern, but that it is always important to let the parents or guardians know what has happened. Inform the parents that the student's behaviour has been dealt with at the school and suggest that the parents may wish to reinforce the same message at home. To protect the privacy of the other student(s), do not reveal their identity.

In their meeting with the parents/guardians of the student with problem sexual behaviour, the principal, the teacher and/or counsellor should:

• discuss the student's behaviour and the school's immediate response
• explain the school's procedure for responding to problem sexual behaviours and the next
• request their involvement in decisions concerning the details of a safety and support plan for their child, and how it is implemented, bearing in mind that the school principal is ultimately responsible for the safety of all students
• offer school-based support for the student and/or refer the student and her or his family to appropriate services in the community.

Consult with Other Professionals if required

Develop a Safety and Support Plan

The principal convenes a safety and support plan team comprised of school staff who work directly with the student and his or her parents/guardian, as well as with other professionals, as appropriate.

Follow-up and Monitor

It may take some time for a child with external controls and supports to begin to develop internal control over her or his behaviour. The principal, teacher, or counsellor can help by:

• observing the student and providing feedback on his or her behaviour
• taking opportunities to talk with the student about his/her friendships, interests and activities
• repeating the steps, Describe and Respond and Confront and Prohibit several times, especially in the case of a child with poor social skills or a hidden disability such as fetal alcohol syndrome.

3.3 STRATEGIES FOR CLASSROOM TEACHERS

• Teach the student about privacy and personal space. Reinforce these concepts by providing the student with a clearly designated work area and a place for her or his belongings. Model respect by always asking permission before using the student's workspace or touching his or her belongings. When younger students are participating in circle or carpet time, provide a small mat to designate the place where the student will sit.

There are three key concepts that can be taught to the student with inappropriate sexual behaviours: personal space, types of touch, and types of relationships.

• Communicate clear messages about touching others (e.g., "kissing other children at school makes them feel uncomfortable and must not be done"). They also need clear and consistent limits about touching others and respecting personal space.

It is important to talk about how students can and do touch each other, and how teachers touch students and vice-versa. By making this a more public issue, many problems can be prevented. Toni Cavanaugh Johnson, a therapist in Los Angeles, proposed that all elementary students need to be able to describe, recognize and respond to at least seven different kinds of physical contact. These are:

i. FIX-IT TOUCH
ii. FRIENDLY TOUCH
iii. LOVING TOUCH
iv. ACCIDENTAL TOUCH
v. SPACE INVADER TOUCH
vi. HURTFUL TOUCH
vii. PROBLEM TOUCH

Each touch should be discussed so that it is clear that each student can define each type. Using feeling faces, students are taught how each type of touch feels (with the possibility that one type might cause two or even three feelings). For example, accidental touch (touch that is not done on purpose) could hurt, or shock you; problem touch (when someone touches or grabs your private parts, or asks to see your private parts, or shows his or her private parts) could confuse you, or make you feel mad. "Fix-it" touch might hurt (e.g., when you get a scrape cleaned, it is still safe touch because of its intent).Depending upon what the teacher knows

about where the problem touching is or was happening, he or she might stipulate, when talking about problem touch (again, firm but calm tone), that “sometimes it happens in the washroom or in the bushes by the playground, and that sometimes a student will ask another to go there to do problem touch. This is not OK and we need to tell someone.”

The final part of this process is to inform children what needs to be done about each kind of touch. Teachers can explain to students that they need to tell about hurtful touch and problem touch to their parents or teachers or any other adult they trust.

Many children who have been victims of unwanted touching can benefit from discussions about different kinds of touches (see Appendix A). Learning that there are limits around the kinds of touches we get from, and give to, the different people in our lives will help the child to establish personal boundaries. It is also important to talk about the range of feelings that different kinds of touches can evoke and that, while some touches are caring or helpful, others can hurt our bodies and our feelings. Understanding boundaries and being assertive go hand in hand, as students need to know what to do and/or say when someone is touching them in an inappropriate or confusing way.

Be consistent in imparting consequences. If the student comes to think that the behaviour is sometimes OK, the behaviour will actually be strengthened.

Make a plan with the student for getting help from an adult when the student is experiencing the thoughts and feelings that typically precede her or his problem sexual behaviours. This can be effective if the student has progressed in therapy to the point where he or she is aware of the antecedents of the problem sexual behaviour. Such a plan requires input from the child’s therapist and the involvement of several adults in the school setting who are given specific strategies for helping the student defuse feelings and gain control. It may include a simple hand signal that a student can use to indicate that she or he needs immediate help.

Be aware of times when the environment is becoming excessively stimulating for the student, and provide opportunity for the student to take time out to calm down.

Teach specific social skills (e.g., making friends, joining groups, making conversation).

Encourage social interaction with peers, but discourage the student from interacting exclusively with an individual child or adult.
Teach other students to label inappropriate behaviour and respond assertively.
Develop a system for reinforcing appropriate behaviour and/or times when the student’s sexual behaviour is under control.

Supporting the Student Who Was Mistreated

• Support for a student who has been involved in inappropriate sexual behaviour by another student begins with the staff person's initial intervention in the incident. It is important to speak privately with the child, acknowledge what happened and ask how the child is feeling about it. The goal is to help the student resolve feelings of fear and anxiety by equipping him or her with some skills and strategies for self-protection and self-control.

• Remain calm and matter-of-fact. Remember, the student's emotional response to the incident will be determined, in part, by your facial expression, body language, tone of voice and words. Let the child know that you are sorry it happened.

• Depending upon the circumstances surrounding the incident, it may be appropriate to reassure the child that the behaviour was not his or her fault, and that telling an adult about it was the right thing to do.

• Talk about the rules (e.g., "It is not okay for other children to touch your private parts") and instruct the student to tell an adult immediately if it happens again.

A student who has been sexually mistreated by another student may need further support if:
• the student continues to show signs of anxiety and is upset after the initial intervention. These may be evident at school and/or at home.
• the student tends to be unusually quiet, overly compliant and non-assertive
• the student has very few friends and/or has social skills deficits
• the student begins to act out sexually (e.g., self-stimulating behaviour, exposing private parts, touching others in a sexual way)
• the student has a problem maintaining appropriate boundaries

PART-III

FOR COMMUNITIES

I.SUBSTANCE ABUSE

1.1 WHAT COMMUNITIES CAN DO?

Community Programs [27]

This section will help communities to plan and implement research-based prevention programs. It provides guidance identifying, assessing needs and community readiness and motivating the community to take action.

1.2 THE COMMUNITY PLAN[28]

Planning usually starts with an assessment of drug abuse and other child and adolescent problems, which includes measuring the level of substance abuse in the community as well as examining the level of other community risk factors. Before, identifying specific problems, it is crucial to ask the following questions:

- Is adolescent/child substance abuse a problem in this community?
- What are the consequences?
- Who is affected?
- How are they affected?
- Are there related issues of concern (e.g. engaging in criminal activities or violence)?
- Are these issues of widespread concern?

These questions will give a lead for the first step that is identification.

Identifying

To assess the level of risk of youth engaging in drug abuse, it is important to:

- Measure the nature and extent of drug abuse patterns and trends
- Collect data on the risk and protective factors throughout the community;
- Understand the community's culture and how that culture affects and is affected by drug abuse;
- Consult with community leaders, RWA's, Panchayat and other organisations working in drug abuse prevention, treatment, law enforcement, mental health, and related areas;
- Assess community awareness of the problem; and
- Identify existing prevention efforts already under way to address the problem.

Other data sources and measurement instruments (such as questionnaires) that can help in community planning include the following resources:

i. Public access data.

[27] https://www.drugabuse.gov/sites/default/files/preventingdruguse.pdf

[28] Adopted and revised from the following article:
https://www.drugabuse.gov/sites/default/files/preventingdruguse.pdf

ii. Public access questionnaires.
iii. Archival data
iv. Ethnographic studies.

Other qualitative methods, such as convening focus groups of representatives of drug-abusing sub-populations or key interviews with community officials, can be used to gain a greater understanding of the local drug abuse problem.

Identification and research on the problem of drug abuse in the community is an important process, to determine which steps community will take while planning its intervention strategies. It is only after identifying and assessing the problems and risk factors in the community can we prepare an action plan. Next, an assessment of the community's readiness for prevention can help determine additional steps that are needed to educate the community before beginning the prevention effort. Then, a review of existing programs is needed to determine gaps in addressing community needs and identifying additional resources.

Readiness of the community

Identifying a serious level of risk in a community does not always translate into community readiness to take action. In order to address this issue, one needs to understand the barriers and sources of resistance in the community. Therefore, it is important to ask the following questions:

- What key individuals or groups might oppose efforts to prevent adolescent substance abuse?
- Can they be involved effectively?
- What other barriers might limit the effectiveness of the prevention initiative?
- How can the barriers and resistance be overcome?

Involving key sectors of the community in substance abuse

The following key stakeholders must be involved in order to develop an effective community plan to address substance abuse:

- Police
- Social service, Government & Community organisation
- Health Service providers (hospitals/doctors/drug and alcohol rehabilitation centres)
- Youth Organisation
- Schools
- Religious institutions
- Media

A few examples of how different stakeholders in the community can prevent substance abuse is given below.

i) Examples of Involvement of Law enforcers[29]

There are a number of potential changes in law enforcement that might contribute to the mission of reducing substance abuse. Here is an example of the product of planning--a list of changes that might be sought in law enforcement organizations. E.g. the drug de-addiction and rehabilitation centres working under Special Police unit for women and child in New Delhi.

[29] Adapted from:http://ctb.ku.edu/sites/default/files/chapter_files/preventing_adolescent_substance_abuse_2.pdf

Figure: Ways of involving the Law Enforcers to prevent Substance abuse

ii) Example of Involvement of Media[30]

There are a number of potential changes in newspapers, radio, and television that might contribute to the mission of reducing substance abuse. Here is an example of the product of planning--a list of changes that might be sought in the media.

Figure: Ways of involving the Media to prevent substance abuse

iii)Example of Involvement of Health Service Providers [31]

[30] Adapted from: http://ctb.ku.edu/sites/default/files/chapter_files/preventing_adolescent_substance_abuse_2.pdf

There are a number of potential changes in health service providers that might contribute to the mission of reducing substance abuse. Here is an example of the product of planning--a list of changes that might be sought in hospitals, clinics, public health organizations, health education programs, physicians' offices, and other places where health care is provided.

Figure: Ways of involving the Health Organisations to prevent substance abuse

iv) Examples of Involvement of Youth Organisation[32]

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[31] Adapted from: http://ctb.ku.edu/sites/default/files/chapter_files/preventing_adolescent_substance_abuse_2.pdf

[32] Adapted from: http://ctb.ku.edu/sites/default/files/chapter_files/preventing_adolescent_substance_abuse_2.pdf

There are a number of potential changes in youth organizations that will contribute to the mission of reducing substance abuse. Here is an example of the product of planning--a list of changes that can be sought in after-school recreational programs, such as Boys and Girls Clubs or the YMCA, Scouting organizations, recreational programs, and cultural organizations.

Figure: Ways of involving the Youth Organisations to prevent substance abuse

Prevention activities often involve youth in the promotion of drug-free activities, activities that act as positive alternatives to using drugs. Positive options could include.

- Alternate activities
  - Arts

  - Sports
  - Music
- Future-oriented activities
  - Career planning, career fairs
  - Financial planning sessions (focus on relevant things: saving up for a car, travel, etc.)
  - Presentations from colleges and universities
- Drug-free events
  - Battle of the bands
  - Sports tournaments
  - All-night celebrations with a “no drugs needed” theme

These alternatives are meant to provide youth with things to do that are drug-free. If kids have positive things to do and things that they can be involved in, they will be less likely to use drugs. The desire to “fit in” is a big influence on youth. They are trying to find their own identity, and let go of things they identified with as children. They are bombarded with new information all the time and will make decisions based on this new information and new goals. Teenagers understand that actions have consequences, and that how they behave affects others. Discussions about drug use are incredibly important, and must focus on the consequences of negative and positive decisions. Adults need to provide strong emotional support and be good role models. Once youth are close to or past the age of 18, they are more future-oriented than ever before. They look to adults for new ways to solve problems and make decisions, because soon they will be adults too. Parents have a new chance to positively affect their children.

v)Example of Involvement of social service, government and community organisations[33].

There are a number of potential changes in social service, government, and community organizations that might contribute to the mission of reducing substance abuse. Here is an example of the product of planning--a list of changes that might be sought in service organizations, including those providing welfare and vocational services as well as drug treatment and aftercare; government agencies, including executive and legislative bodies at local, county, and state levels; and community organizations, including related coalitions, advocacy organizations, self-help groups, neighborhood improvement associations, and neighborhood task forces.

[33] Adapted from: http://ctb.ku.edu/sites/default/files/chapter_files/preventing_adolescent_substance_abuse_2.pdf

Figure: Ways of involving the Social service, Government and community organisation to prevent substance abuse

II. PREVENTING SEXUAL VIOLENCE

The specific context in which sexual violence occurs determines how it can and should be addressed by individuals and organizations. Responses during armed conflicts and in refugee settings often differ from community-led initiatives in post-conflict situations. Infrastructure, access to resources, and political will may vary in each case. Given the nuances and complexity of these different settings, it is beyond the scope of this reader to fully explore models designed for each context. The approaches described in this reader will provide basic ideas and concepts for individual, organizational, and network-level responses relevant to multiple settings.

Community-Based Approaches as Context-Specific Models [34]

Sexual violence is a multi-pronged problem influenced by the interaction of personal, situational, and socio-cultural factors. This "ecological approach"[35] suggests that the underlying cultural, social, and gender norms of a community often make it difficult for a victim to receive support or achieve redress. In order to address sexual violence and provide appropriate support to victims, the socio-cultural context in which such crimes are perpetrated must be considered, as well as the profound effect that sexual violence has on the individual and her/his community.[36] Indeed, the health and well-being of an individual cannot be divorced from the community context in which he or she lives.[37] As such, community-based approaches to sexual violence must acknowledge the importance of relationships between individuals and groups within a community, as well as find ways to incorporate the participation and involvement of community members in finding solutions, both at the individual and organizational level.

The Importance of Engaging Communities in Primary Prevention of Sexual Violence

[34] Adapted from https://www.law.berkeley.edu/wp-content/uploads/2015/04/Responding-to-Sexual-Violence_-Community-Approaches-SV-Working-Paper.pdf

[35] 1 Lori L. Heise, "Violence Against Women: An Integrated, Ecological Framework," Violence Against Women 4/3 (1998): 263-264.

[36] Discussions of sexual violence often mention the need for community perspectives and participation, but definitions of "community" differ. For the purpose of this paper, communities are considered relational entities of linked individuals who share social identity, common interests, values, and norms, and who maintain a sense of belonging to one another. Civil society organizations, community-based organizations, and local nongovernmental organizations are also included as community members, as they represent the interest of larger groups within a community.

[37] 3 Per Nilsen, "The theory of community based health and safety programs: a critical examination," Injury Prevention 12 (2006): 141

Shifting the onus of responsibility for ending sexual assault from individual organisations to the community at-large is a key component to primary prevention in the public health model. Engaging the community in this work has numerous benefits like:

- **Buy-in:** When community members feel engaged in a process, know their voices are heard, and that their ideas are being incorporated into the planning of strategies, they will have greater buy-in to the process and will be more invested in the success of the strategies.

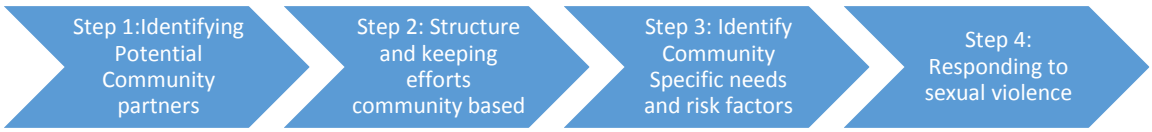
- **Sustainability**: True community-based initiatives build leaders to do the work at-hand. This, combined with buy-in, makes the initiative more sustainable. Individuals are given skills to continue the work and feel invested and encouraged to do so.

- **Resource sharing**: Community members bring vast knowledge, expertise, and resources to the table. These are not all formal resources (e.g., money, organizational leadership), since community members bring their knowledge of how the community works, in addition to other skills and resources. Such resources are critical in designing prevention efforts that will be appropriate for (and therefore more successful in) a given community. In the long run, engaging community members will save time and effort, even though it may seem time consuming in the beginning.
- **Necessity**: It will take the entire community to address the complexity of the issue of sexual violence and its causes. Many of the factors that contribute to this issue are ingrained in the fabric of the community's culture; therefore it will take a united effort to make an overall impact on sexual violence.

STEPS IN ENGAGING THE COMMUNITY TO PREVENT SEXUAL VIOLENCE

Sexual violence is everyone's issue; everyone is impacted by it in some way. Community mobilization focuses on giving ownership of the issue and its solutions to the community.

Sexual violence shifts from the advocates/ staff working in the area of sexual abuse to the entire community. These steps are just one set of tools that can help communities who are beginning the process of planning for community-based primary prevention of sexual violence. There are many meaningful ways to engage community members in this process, this is not the only way but one of the ways.



STEP 1. [38]***: Identifying Community Partners***

There are a variety of ways to identify potential community partners. One important point to keep in mind is that for primary prevention initiatives, the partners will probably need to be diverse, representing different cultures, socio-economic status, perspectives and voices.

After identifying community partners, there is a need to recruit them and frame the issue for the working group. It is important for the community partners to attend to the framing of the issue to ensure that all the partners are on the same page. For example, we are aware that a lot of people do not react well to the term "sexual assault", either because it's an uncomfortable topic or because all they hear is "sex". We also know that there are still a lot of misconceptions about sexual assault and prevention of sexual assault. For example, in our society most sexual assault "prevention" programs are really risk reduction efforts like self-defence or watch your drink campaigns. However, comprehensive primary prevention of sexual violence involves dealing with the root causes and risk factors related to sexual violence, and therefore deals with a broader scope and impacts many other aspects of the community.

After developing a collective understanding the group should come up with a mission and vision. The members who have volunteered to work should be clearly explained their roles and help the team to come up with an action plan. This will bring us to the second step.

STEP 2: Structure and keeping efforts Community based[39] -

We all know that there are a lot of challenges related to engaging communities in sexual violence prevention. It will take a constant, concerted effort (at least in the beginning) to maintain interest and dedication. The initial stages of the workgroup process are critical to the eventual success of a community group, and relationship building is a key part of the initial stages. There are many different models of working with community groups and coalitions, and usually the concentration of power and participation of the members varies with each model. The relationships building is contingent on the model one adopts. The members should adopt a

[38] Referred and Adapted from http://taasa.org/wp-content/uploads/2014/10/Engaging-Communities-in-Sexual-Violence-Prevention1.pdf

[39] Referred and Adapted from http://taasa.org/wp-content/uploads/2014/10/Engaging-Communities-in-Sexual-Violence-Prevention1.pdf

model that will help in building strong relationships and ensure that work pressure do not fall only on few shoulders.

Effective prevention and response to sexual violence requires the development of a community-based system or network of key organizations and actors, working in coordination to provide services to survivors, bring perpetrators to justice, and engage in comprehensive community mobilization to prevent sexual violence. The main goal of coordinated community response is to engage a wide range of essential institutions and individuals (e.g. healthcare providers, police, prosecutors, judges, legal services, shelters and protection services, schools, faith-based organizations, and advocacy organizations) in a communitywide strategy to ensure that the community plans and executes a holistic prevention plan. The approach involves developing a shared understanding of sexual and gender-based violence and related laws, identifying the roles of each partner in the process, and trying to establish coordinated procedures or protocols across agencies.[40]

One of the most effective ways to eliminate sexual and gender-based violence is to mobilize and engage entire communities in recognizing, responding to, and preventing these crimes. Key components of coordinated community response include an interdisciplinary team to coordinate and facilitate the network, changes to local institutions to ensure minimum standards and systems for data collection, ongoing communication and monitoring of prevention and response efforts, and community mobilization activities to change social norms that contribute to violence.[41] Developing and implementing coordinated community prevention and response programs that incorporate each of these goals can be complex. One of the ways to involve communities is taking a bottom up approach, clear and effective communication on pertinent issues and democratic decision making.

STEP 3: Identifying Community Specific Needs & Risk Factors[42]

Planning for effective, relevant primary prevention strategies, requires identifying community specific risk factors on which the strategies will be based. Sexual violence manifests itself differently in different communities, so local data and perspectives are critical to the process of

[40] Refer to UNIFEM, "What is Coordinate Community Response to VAW/GBV?" *UNIFEM Virtual Knowledge Centre to End Violence Against Women and Girls*, October 23, 2010, http://www.endvawnow.org/?legislation&menusub=361&id=2363&what-is-a-coordinated-communityresponse-to-vawgbv.

[41] UNIFEM, "Ending Violence Against Women and Girls Programming Essentials," UNIFEM (2010): 65-67. See http://www.endvawnow.org/files/137c programming_essentials_feb2010_en.pdf.

[42] Referred and Adapted from http://taasa.org/wp-content/uploads/2014/10/Engaging-Communities-in-Sexual-Violence-Prevention1.pdf

designing appropriate prevention strategies. It order to identify and assess the risk factors the community members need to ask and discuss the following questions:

- ✓ Who are the perpetrators?
- ✓ Who are the victims?
- ✓ Where and when are assaults occurring?
- ✓ What other circumstances/dynamics are involved (alcohol, multiple perpetrators)?
- ✓ What do community members think creates an environment where this occurs?
- ✓ If there are researchers in your community (e.g., at a local university or college), consider asking for their input on this process. Some of the methods for finding this information include:
    - Surveys
    - Focus Groups
    - Key Informant Interviews
    - Existing Data

These are just a few ideas of ways to gather information. In all cases, it would be helpful to consult with someone in your community who has research or assessment experience and who might be willing to offer some advice on the process.

Note:

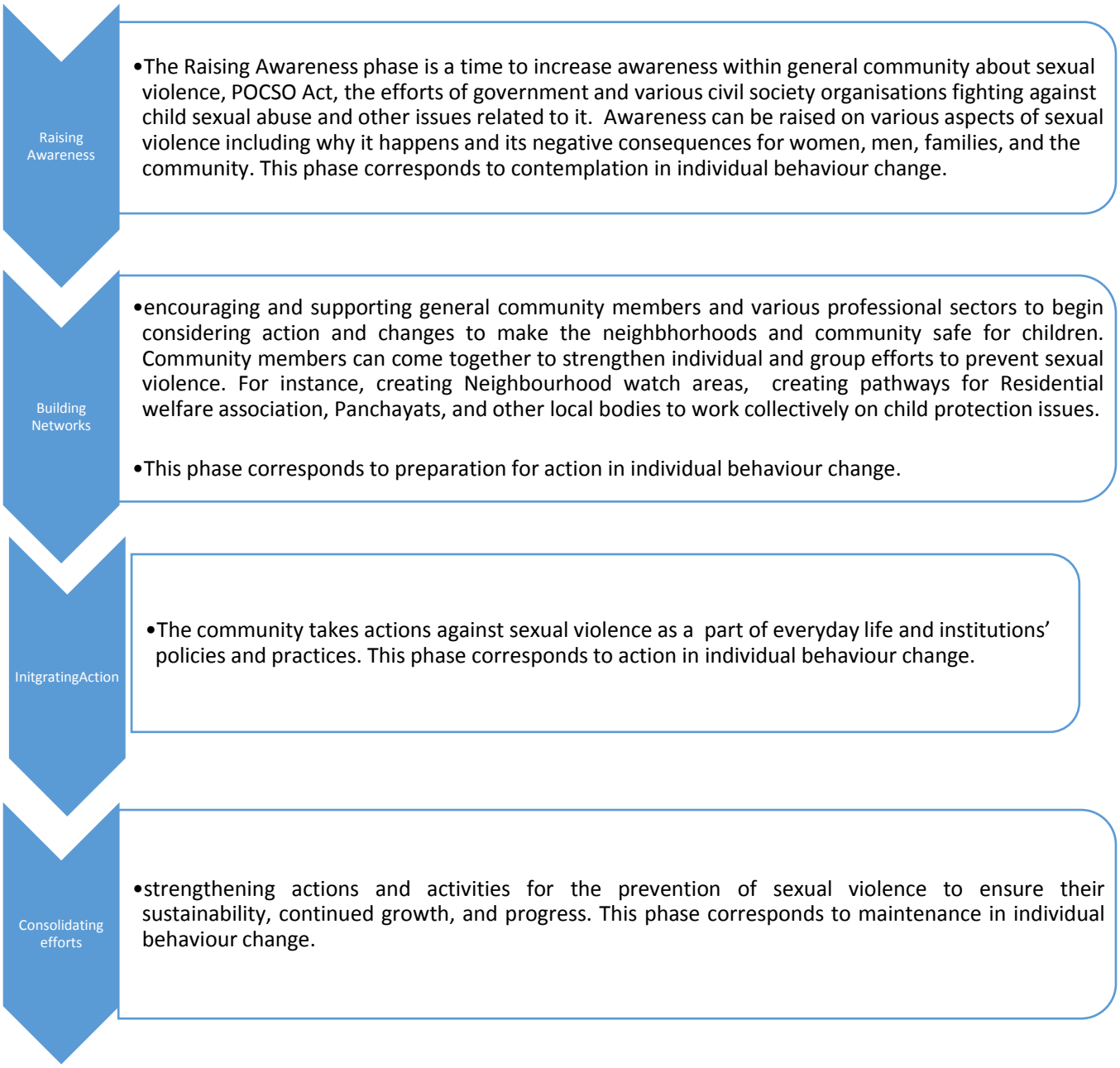
When trying to identify community specific risk and protective factors for sexual violence, keep previous research and theories about sexual violence in mind to guide what you find. The ecological model is used to combine various theories (e.g., feminist and psychological) to show how multiple factors interact to make sexual violence more likely to occur. Many people have asked, "what if my community decides that sexual violence is caused by girls dressing provocatively and they want to address that in our prevention efforts." Rape myths are still prevalent, and that is why it is important to keep relevant theories at the core of your efforts. There are no theories of sexual violence that suggest that a victim's behaviour causes sexual violence.

2.5 Responding to Sexual Violence

Once community specific risk and protective factors have been identified, it is time to plan short and long-term strategies to address those factors. Feel encouraged to do this in small chunks and don't feel pressured to address each and every risk factor identified in your community right away. Risk factors should be addressed strategically, target multiple levels of the ecological model. A community's ability to respond to sexual violence depends on several factors. First, key institutions in the areas of medicine, law, and psychosocial services must be identified. Second, barriers to effective response–whether institutional, cultural, or financial–

must be addressed. Finally, interlinking and mutually supportive approaches must be established to ensure that victims can navigate the system while being treated with dignity and respect[43].

Another way of enhancing a community's ability to respond to sexual violence is as follows[44]:



[43] Adapted from https://www.law.berkeley.edu/wp-content/uploads/2015/04/Responding-to-Sexual-Violence_-Community-Approaches-SV-Working-Paper.pdf

[44] Adapted from http://raisingvoices.org/wp content/uploads/2013/03/downloads/Innovation/Creating_Methodologies/MobilizingCommunitiestoPreventDomesticViolence/Introduction.pdf

Annexure A

Sexual behaviours of children aged 0–4 years: infant, toddler and preschool

Age-appropriate sexual behaviours

- Touching or rubbing their own genitals
- Enjoying being nude
- Showing others their genitals
- Playing doctors and nurses
- Playing mummies and daddies
- Touching or looking at the private parts of other children or familiar adults
- Using slang words/dirty language for bathroom and sexual functions, talking about 'sexing'

Concerning sexual behaviours

- Persistent masturbation that does not cease when told to stop
- Forcing another child to engage in sexual play
- Sexualising play with dolls such as 'humping' a teddy bear
- Touching the private parts of adults not known to the child
- Chronic peeping behaviour

Very concerning sexual behaviours

- Persistently touching or rubbing themselves to the exclusion of normal childhood activities; hurting their own genitals by rubbing or touching
- Simulating sex with other children, with or without clothes on
- Oral sex
- Sexual play involving forceful anal or vaginal penetration with objects

Source: Johnson 1999, Johnson & Doonan 2006

Table 2: Sexual behaviours of children aged 5–7 years: early school years

Age-appropriate sexual behaviours

- Self-touching including masturbating
- 'Show me yours/I'll show you mine' with same-age children
- Hearing and telling age-appropriate dirty jokes
- Playing mummies and daddies
- Kissing/holding hands
- Mimicking or practicing observed behaviours such as pinching a bottom

Concerning sexual behaviours

- Continually rubbing/touching their own genitals in public
- Persistent use of dirty words
- Wanting to play sex games with much older or younger children
- Continually wanting to touch the private parts of other children
- Chronic peeping behaviour

Very concerning sexual behaviours

- Touching or rubbing themselves persistently in private or public to the exclusion of normal childhood activities
- Rubbing their genitals on other people
- Forcing other children to play sexual games
- Sexual knowledge too advanced for their age
- Talking about sex and sexual acts habitually

Source: Johnson 1999, Johnson & Doonan 2006

Table 3: Sexual behaviours of children aged 8–12 years: pre-adolescent

Age-appropriate sexual behaviours

- Occasional masturbation
- 'Show me yours/I'll show you mine' with peers
- Kissing and flirting
- Genital or reproduction conversations with peers
- Dirty words or jokes with their peer group

Concerning sexual behaviours

- Attempting to expose others' genitals
- Sexual knowledge too advanced for their age once context is considered
- Preoccupation with masturbation
- Mutual masturbation/group masturbation
- Single occurrence of peeping, exposing, obscenities, pornographic interest (sources include the internet, pay TV, videos, DVDs and magazines)
- Stimulating foreplay or intercourse with peers with their clothes on

Very concerning sexual behaviours

- Compulsive masturbation, including task interruption to masturbate
- Repeated or chronic peeping, exposing or using obscenities
- Chronic pornographic interest including child pornography* (sources include the internet, pay TV, videos, DVDs and magazines)
- Degradation/humiliation of themselves using sexual themes
- Degradation/humiliation of others using sexual themes
- Touching the genitals of others without permission*
- Sexually explicit threats – written or verbal*
- Forced exposure of others' genitals*
- Simulating intercourse with peers with clothes off
- Penetration of dolls, children or animals*

* For children aged 10–12, these behaviours may constitute criminal offences such as indecent assault, indecent act, or sexual assault (common law).

Source: Ryan 2000

Table 4: Sexual behaviours of children aged 8–12 years: pre-adolescent

Age appropriate sexual behaviours

Sexually explicit conversation with peers.

Obscenities and jokes within the cultural norm.

Sexual innuendo and flirting.

Solitary masturbation. Kissing, hugging, holding hands.

Foreplay with mutual informed consent and peer-aged partner.

Sexual intercourse plus full range of sexual activity

Concerning sexual behaviours

Sexual preoccupation or anxiety. Pornographic interest (sources include the internet, pay TV, videos, DVDs and magazines).

Promiscuity.

Verbal sexually aggressive themes or obscenities.

Invasion of others' body space.

Very concerning sexual behaviours

Compulsive masturbation (especially chronic or public*).

Degradation/humiliation of self using sexual themes.

Degradation/humiliation of others using sexual themes.

Chronic preoccupation with sexually aggressive pornography (sources include the internet, pay TV, videos, DVDs and magazines), child pornography*.

Attempting to expose others' genitals. Touching genitals of others without permission*.

Sexually explicit threats – written or verbal*.

Obscene phone calls, exhibitionism, voyeurism, sexual harassment*.

Sexual contact with significantly younger people*.

Sexual contact with animals*.

Forced penetration*.

*These behaviours are considered criminal and may include offences such as sexual penetration of a child under 16, indecent assault, indecent act and assault.

Source: Ryan 2000

Annexure B

Consultative Committee formed under Chairpersonship of Ms. Nutan Guha Biswas, (Former) Additional Secretary, MWCD

1. **Ms. Rashmi Saxena Sahni, Joint Secretary,**
2. **Dr. Prabha Arora, Deputy Director, MWCD**
3. **Ms. Rita Panicker, Director, Butterflies**
4. **Ms. Munmun, Legal Consultant, MWCD**
5. **Sh. Dependra Pathak, Joint CP SW Range**
6. **Ms. Atiya Bose, Director, Aangan**
7. **Ms. Nirmala Pandey, Consultant, MWCD**