



Role of society to help abusive child and its rehabilitation

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ABSTRACT

Child abuse is mischief too, or neglect of, a child by an additional person, whether adult or child. Child abuse happens in all cultural, national, and income groups. There are four main types of abuse: neglect, physical abuse, emotional abuse and sexual abuse. Ill-treatment may cause serious injury to the child and may even result in death, there is very little research done in this area in India. Increasing amount of studies are focusing on lookout events, slight inflicted injuries noticed by a physician and/or parent(s) that initially are not considered a form of child maltreatment, but eventually, with continued abuse, are diagnosed as child abuse. Intervention in child ill-treatment include the search of child abuse reports by state child protection agencies, clinical treatment of physical and mental injuries, family counseling, self-help services, the provision of goods and services such as homemaker or respite care, legal action against the person responsible for, and removal of the child or the crook from the home, and in this how society can help abusive child and its family?

Keywords: Child abuse

1. AIM OF THE STUDY

Researcher aim of the study is to explore different views on the topic and to know about the various things about the child abuse and to look over various definitions on child abuse given by the thinkers and to analyze those problems in its own view. The researcher chooses this to deal with the problems of child abuse in a society and to analyze new things about the role of society to help the abusive victims. The main aim of the researcher is to protect the society especially child, from all these ill-treatment and violence against them and to give an effective remedy linked to this.

2. INTRODUCTION

The researcher chooses a topic, Role of society to help the abusive child and this rehabilitation. Child abuse is a global problem that profoundly entrenched in cultural, economic and social practices. It is state of physical, emotional, economic, sexual ill-treatment meted out to the person below the age of 18 years and is internationally prevalent fact. The growing complexities of life and the spectacular changes brought about by socio-economic transitions in India have played a chief role in increasing the helplessness of children to various and newer forms of abuse. Child abuse has severe physical and psycho-social cost which unfavorably affects the health and overall well-being of a child.

Research work will mostly hub on the significant role of society, pleasing measures against the child abuse and serving the abusive children and its family, and about all the defensive measures taken to reduce these evils of society.

There are research questions based on the topic that is mentioned below.

- (i) Who usually abuses children?
- (ii) What are the factors/circumstances that lead to child abuse?
- (iii) How can kids be helped to tell about their neglect?
- (iv) What are the roles of society in helping in the prevention of child abuse?

3. CHILD ABUSE AND NEGLECT

Child abuse-definition

- "Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power". (**World Health Organization**) [1]
- "Any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse, or exploitation, or an act or failure to act which presents an imminent risk of serious harm" (**The Child Abuse Prevention and Treatment Act – CAPTA**) [2]
- "Child abuse is a very complex and dangerous set of problems that include child neglect and the physical, emotional, and sexual abuse of children." (**MedicineNet.com**) [3]

- “Child abuse is the physical and/or psychological/emotional mistreatment of children”. (Wikipedia) [4]
- “Institutional Abuse or Neglect is that which occurs in any facility for children, including, but not limited to, group homes, residential or public or private schools, hospitals, detention and treatment facilities, family foster care homes, group day care centers and family day care homes.” (Office of Health and Human Services, US) [5]
- Child abuse refers to the intended and unintended and perceived maltreatment, whether habitual or not of the child including any of the following:
 - Psychological and physical abuse, neglect, cruelty, sexual and emotional treatment.
 - Any act, deed or word which debases, degrades or demeans the intrinsic worth, and dignity of a child as a human being.
- Physical cruelty, ill-treatment and dangerous problems with the children under the age of 18 years.
- Child neglect is a complex issue, as different cultures have different standards by which they view child neglect. For example, a religious belief may prevent a parent from obtaining medical care for their child. Poverty is also a major concern in child neglect and it may be the case that an above situation can occur due to poverty rather than child neglect. Child neglect and abuse are often defined together in the law, but essentially, child abuse occurs due to harmful actions while child neglect occurs due to inactions.[6]

4. TYPES OF ABUSE

4.1 Physical

Physical abuse of a child is that which results in definite or possible harm from an interface or lack of a contact which is reasonably within the control of parents or person in a place of responsibility, power or trust.

- Exhausting a child, Punching, beating, kicking, biting, choking, throwing, grabbing, hitting.
- Forcing a child to work in poor working conditions, Squad violence, Bullying.

Static: Out of 69% children physically abused in 13 sample states, 54.68% were boys. Over 50% of children in all the 13 sample states were being subjected to one or the other form of physical abuse. Out of those children physically abused in family situations, 88.6% were physically abused by parents. 65% of school going children reported facing corporal punishment i.e. two out of three children were victims of corporal punishment. 62% of the corporal punishment was in Government and municipal school. The State of Andhra Pradesh, Assam, Bihar, and Delhi have almost consistently reported higher rates of abuse in all forms as compared to other states. Most children did not report the matter to anyone. 50.2% children worked seven days a week. [7]

4.2 Emotional

Emotional abuse is a prototype of manners that impairs a child's emotional maturity or sense of self-worth. Emotional is often difficult to prove.

- Separating a child, Spreading rumors, Upholding support and guidance, exploiting a child.

Static: Every second child reported facing emotional abuse. An equal percentage of both girls and boys reported facing emotional abuse. In 83% of the cases, parents were the abusers. 48.4% of girls wished they were boys. [7]

4.3 Sexual

Sexual abuse is a connection of a child in sexual activity that he/she doesn't fully realize, is unable to well-versed consent to, or is not developmentally prepared for such as:

- Online sexual grooming, Showing to pornography or used to create pornography, Practical sex.
- Kissing or holding in a sexual manner, touching and fondling genital areas, forcing the child to perform oral sex, sex with animals, rape, sodomy, sexual abuse.

Static: 53.22% children reported having faced one or more forms of sexual abuse. Andhra Pradesh, Assam, Bihar, and Delhi reported the highest percentage of sexual abuse among both boys and girls. 21.90% of child respondents reported facing severe forms of sexual abuse and 50.76% other forms of sexual abuse. Out of the child respondents, 5.69% reported being sexually assaulted. Children in Assam, Andhra Pradesh, Bihar and Delhi reported the highest incidence of sexual assault. Children on street, children at work and children in institutional care reported the highest incidence of sexual assault. 50% of abuses are persons known to the child or in a position of trust and responsibility. Most children did not report the matter to anyone.[7]

4.4 Neglect

Neglect is usually defined as a grudging a child of adequate food, clothing, shelter, supervision, medical care, and education.

Neglect also troubles children, it is more about being motionless and not doing something that the prior forms of abuse, which are more active.

- Lapse of care, Failing to manage/protect from harm, Leaving a child at home for a lengthy instant without supervision, Failing to make sure a child attends school, Sending a child away without ensuring they will be protected and happy at the place to which they are sent.

4.5 Social

Social Abuse is not severely a form of abuse but it is integrated here to help distinguish between abuse and neglect and social circumstances, all of which can effect in harm to a child. Social abuse may include:

- Homeless, Displaced by war and natural disaster, Forced into being a child soldier, Lack of profitable options, Political vagueness.

5. IDENTIFYING CHILD ABUSE

5.1 The child

Shows rapid changes in manners or school performance, not expected help for physical or medical problems brought to the parents' attention, Is always vigilant, as though preparing for something bad to happen, Lacks adult supervision, Is overly obedient, an overachiever, or too dependable, Comes to school early, stays late, and does not want to go home.

5.2 The parent

Shows little anxiety for the child, hardly ever responding to the school's requests for information, for conferences, or for home visits, Denies the survival of or blames the child for the child's harms in school or at home, Asks the classroom teacher to use ruthless physical discipline if the child misbehaves, Demands perfection or a level of physical or studious performance the child cannot achieve, Looks chiefly to the child for care, attention, and pleasure of emotional needs.

5.3 The Parent and child

Rarely contact or look at each other, deem their relationship entirely negative, State that they do not like each other.

6. FACTORS AFFECTING THE LIKELIHOOD OF CHILD ABUSE

Research has familiar with a number of risk factors or attributes usually linked to maltreatment. Broods in families and environments where these factors subsist have a higher prospect of experiencing maltreatment.

Great risk factors can help professionals working with children and families recognize maltreatment and high-risk situations so they can intrude appropriately.

Factors associated with bigger risk of child abuse are often grouped according to the following [8]:

6.1 Parental factors

Parent has already ill-treated a child, Pregnancy was not sought, Parent has a background of abuse when growing up, Young, unsupported mother often with low edification, Parents have impractical expectations of the child and lack parenting knowledge, Parent is secluded and has few supports, and Parent has a mental illness or is abusing drugs or alcohol.

6.2 Environmental factors

Congestion in the house, Poverty or lack of chance to improve the family's resources, Family hostility is present, A nonbiological mature living in the house, Family is experiencing various stresses.

6.3 Child factors

Baby is weak, colicky or unwanted, Kid has a physical or developmental disability, Child is the creation of an abusive relationship, Lack of affection between child and parent.

7. HOW TO PREVENT CHILD ABUSE

- Teach your children that there is a difference between good and bad touches.
- Explain to your child that no one has the right to touch your private areas in any way that makes him or feel uncomfortable, no one has the right to hurt.
- Use their danger voice, to yell, very loud, low-pitched yell that gets attention immediately.
- Show your children how to make an amass call to home and how to call child protection services.
- Life expertise's training for children and adolescent to equip children, teenagers and young adults with interpersonal skills and knowledge that are precious in adulthood.
- Encourage child abuse programmer in schools, child care centers and communities.

8. ROLE OF CHILD CARE WORKERS AND SOCIETY TO HELP ABUSIVE CHILDREN/ FAMILIES

Child abuse is a serious issue for which particular actions should be taken for prevention. Remember that the children are innocent and are powerless individuals. Here are some guidelines for the Child Care Workers to help prevent child abuse and neglect by your effortless actions:

- (i) Be kind to the children you know. Let them feel that they have a pal to talk to and be free to tell you what they feel. Show them that your concern, even if you only ask them about their day at school.
- (ii) Talk to parents you know about properly caring for the children. Encourage them with a spirit of looking after the children's wellbeing. Ask them about how their family is. Show them what your concern is by being a friend.
- (iii) Devote some of your time to programs that support families in your community. You can give donations to them to help them reduce the stress of having financial problems.
- (iv) Report any child abuse you know. This will help stop the abuse as soon as possible. If a child talks to you about the abuse he experiences, make him feel confident that you can be trusted. Just let him narrate you the story. Remember that the child is looking for protection and support. You could be able to stop child abuse.
- (v) Provide security and give them their basic needs. A healthy environment is essential to a family. Nurture children with loving care.

8.1 Teaching Children Discipline

- Remember the purpose of discipline. It is to teach children socially acceptable ways of expressing natural desires and drives. Discipline guides your child into adulthood.
- Successful discipline is geared to the child's developmental stage. Don't expect a child of any age to perform something he or she is not ready for.
- Children need positive reinforcement. Reward your child for doing right with smiles, hugs, attention, praise, and thanks. Rewards do not need to be toys or candy.
- Never hit or shake a child. Hitting is not a useful discipline tool for your children. Hitting and other physical punishment are not effective because they teach a child that it is okay to hit people, make children much too angry to be sorry for what they've done and can hurt a child physically.

- Discipline is best taught by example. The lessons you teach your child come from what your child see you do – not what you say.
- If what you are doing is not working, change it! Your best efforts, even those that worked in the past, may break down. Try to keep sight of your basic principles and always cherish your relationship with your child.
- The important thing is not whether your child behaves in the next few minutes or today or this week. The really important thing is how your child turns out 5, 10, or 20 years from now.

A child is loved, cared for and looked after vigorous emotional bonds with parents and strong relationships can have an enduring impact on a child's safety. Child security is ensured to a large extent when a child can converse to parents without having any inhibitions or worries and when a child is accepted and respected by his/her parents and family. A child is nurtured when a child gets essential food and nourishment, health amenities and education when a child gets a healthy and peaceful environment when a child gets opportunities for his/her growth and development.

Safety measures in terms of the physical safety of the child are in place. For e.g. fire safety actions are established, electrical cables and wires and plug points are covered, windows have lockable grills, having multiple walls and security guards for huge structures like societies and schools, safety measures are in place in elevators, drainage gutters are covered/closed, wells and bore wells are covered etc. Additionally, human regulation and monitoring are ensured. A child is not abused physically, emotionally and sexually. [9]

When a child knows how to protect themselves, when parents or society build kids autonomy by providing knowledge, awareness, and information about personal safety, when a child knows whom and where to come up to, in case of emergencies related to their safety.

9. CHILD PROTECTION CODE OF CONDUCT [7]

9.1 Don'ts

- Have any hope about helping to heal the child.
- Hit or else physically assault or physically abuse children
- Develop physical/sexual link with children
- Develop relationships with brood that could in any way be deemed exploitative or abusive
- Differentiate against, show disparity conduct, or favors particular children to the omission of others. Spend extreme time alone with children away from others.

9.2 Do's

- Plan and manage the work and the workplace so as to curtail risks
- As far as possible, be observable in working with children. Empower children - confer with them their rights, what is suitable and intolerable, and what they can do if there is a problem.

10. CONCLUSION

Children suffering from abusive head trauma are frequently seen by the health care provider before the sentinel injury. Sexual abuse, neglect, and psychological abuse are often more understated, subtle, and diagnoses, occurring over a longer period of time and presenting with indistinct, ambiguous symptoms or by history only. All forms of abuse are damaging to children. As key members of the healthcare team, NPs must provide heed to children and families even with the difficulty, sensitivity, and controversy of the diagnosis of child abuse. [10]

It relics important to remind the community that child abuse and neglect are serious threats to a child's healthy development and that evident violence toward children and a constant lack of attention to their care and control are unacceptable. Individuals have the capability to accept personal responsibility for reducing acts of child abuse and neglect by given that support to each other and offering protection to all kids within their family and their community. As sociologist has noted, every helper effort or act of sympathy finds its justification not in contributing solutions for society's problems but in offering hope "both that the good society we imagine is possible and that the very act of serving each other gives us strength and a common fortune". Both boys and girls suffer abuse and can be more than just broken bones, it can have an actual impact on their school life, home life, and their ability to faith anyone. Things are also said to the childlike 'Their no good at anything' or they will mug continuous yelling and shouting and probably even exposing the child to hostility or the others that are being abused by them.

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