



Training Program on Corporal Punishment

Training manual

“Hope for Children” CRC Policy Center

Cyprus 2018



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HFC
“Hope
For
Children”

“Hope For Children” CRC Policy Center

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“Hope For Children” CRC Policy Center

CHAPTER **C**hildren **H**elp movement **A**gainst
Physical **T**hreatening and **E**motional
Repression

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FORWARD

Physical violence against children and youth has serious negative impact on their personality. In particular, Corporal Punishment (CP) is largely ignored as a form of physical violence.

In order to take the necessary steps to ensure the defence of children's rights against physical violence, "Hope for Children" CRC Policy Center, in partnership with PULSE Foundation (Bulgaria), EVRIS Foundation (Iceland), National Network for Children (Bulgaria) and ADFP Foundation (Portugal), is currently implementing the CHAPTER project.

Started on 1st December 2016, the project aims to increase knowledge and skills on positive parenting and upbringing in an accepting, constructive and fulfilling way. Specifically, the objectives are:

- To develop a methodological approach for presenting the problem and rethinking CP;
- To raise awareness on the consequences of CP has on children and youth;
- To explore and disseminate "best practices" at international level;
- To coordinate the efforts of various social structures and communities to work in direction of legislative changes and virtually eliminate the issue.

The expected final results of this project are the creation of a comprehensive program of care for the empowerment of children and their parents, as well as the creation of a closed cycle of prevention, detection, guidance, rehabilitation and integration of children and young people suffering from CP.

AKNOWLEDGMENTS

This work is the result of an extensive research focusing on the phenomenon of corporal punishment against children and young people and the negative impact on their personality. This manual was developed as part of the programme CHAPTER *Children Help Movement Against Physical Threatening and Emotional Repression*.

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Dr. Sofia Leitao, PhD in Media Studies and Director of Research and Development of “Hope for Children” CRC Policy Center, for the coordination of the program CHAPTER in Cyprus.

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Ms. Christine Mavrou LL.B and LL.M in International and comparative law and Project Officer at HFC.

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Ms. Tasoula Michalopoulou, International Relations and African Studies student and Project Officer Trainee at HFC.

Further, we would like to thank the trainers who have implemented the training program targeted at teachers and educators, that was aiming to increase knowledge and skills on positive parenting and upbringing in an accepting, constructive and fulfilling way, as well as to raise awareness on physical and emotional indications of corporal punishment, providing practical skills for case studies and assistance.

Manual of Training Program on Corporal Punishment

Duration: 4 days, 18 hours in total

Dates: 20-21/04/2018, 27-28/04/2018,

Place: Nicosia

1st day Program (20/4/2018)

15:00-15:30 Attendance and registration

15:30-16:45 Hope for Children

- Services of the Organization
- Actions of the Organization

Summary of the CHAPTER project

16:45-17:00 Coffee break

17:00-18:00 Introduction on the subject of abuse

- What is abuse?
- Forms of abuse
- Statistics in Cyprus and Europe

2nd day Program (21/4/2018)

8:00-8:30 Attendance and registration

8:30-09:30 Corporal Punishment

- Why does this training program focus on corporal punishment?
- How does the problem occur?
- In what environments does it occur (e.g. School, house)?
- What are its objectives and its effects?

09:30-11:45 Rights of the children

- Why are adults responsible for all minors?
- Raising awareness on the issues of abuse and taking responsibility and action.
- When we recognize violence towards a child, do we have to report it?
- Direct and indirect consequences for the child, the school and the society, if the corporal punishment is not reported and if the victim and the perpetrator do not receive support (especially if the perpetrator is a child).
- Steps to follow.
- Where can we address the problem?

11:45-12:30 Lunch break

12:30-14:00

Communication between parents and school

- The importance of this communication.
- Targets of this communication.
- What can be done in the case of difficult parents who deny this collaboration?
- What are the expected results?

Training as a tool to prevent violence

- How to recognize the problem of corporal punishment?
- Increasing knowledge and skills
- Raising awareness on these issues
- Actions for protection against violence.

3rd day Program (27/4/2018)

15:00-15:30 Attendance and registration

15:30-16:45 Summary of the previous day

Positive teaching

- Techniques that complicate the problem referring to corporal punishment techniques to achieve the discipline and the compliance of minors.
- Techniques that help solve some problems,
- Communication with other specialists – bringing together professionals (e.g. psychologist, psychiatrist, etc.)

16:45-17:00 Coffee break

17:00-18:00 Linking positive teaching and communication with parents to reducing the phenomenon of physical abuse

4th day Program (28/4/2018)

8:00-8:30 Attendance and registration

8:30-10:00 Summary of the previous day

Resolve and discuss cases of physical violence (how to recognize them and how to act)

10:00-11:45 Restitution of children in the classroom

- Claiming and meeting needs
- Setting personal and individual goals for children
- Problem solving skills
- The benefit of meeting the needs and goals of children (e.g. in school, in society).

11:45-12:30 Lunch break

12:30-14:00 Positive personal skills

- Promoting no tolerance to violence among young people,
- Help young people change their aggressive behavior and increase a healthy assertive attitude,
- Developing amongst young people the principle of assistance and support for other people who have been subjected to violence,
- Young people become ready and able to react to a situation of violence without exerting it.

1st day of the Training Program (20/4/2018)

15:00-15:30 Attendance of the participants and registration

15:30-16:45 Hope for Children

Services of the Organization

The "Hope For Children" CRC Policy Center is an international humanitarian and independent Institution based in Nicosia, Cyprus. Our Institution is established on standards and principles of the UN Convention on the Rights of the Child and European Union Law. It works on humanitarian and development policy relevant to the defense and promotion of children's rights. It does so through research, grassroots program design and implementation and advisory services offered to governments and international organizations.

The operation of the Institution is founded on the principle of promoting and protecting the rights of children. We aim to do this through the implementation of a variety of projects on a National, European and Global level, but also through the integration of unaccompanied children who reside in the host country.

The vision of "Hope For Children" CRC Policy Center is to contribute to the protection and promotion of rights of the child and to support the active participation of youth in society.

"Hope For Children" CRC Policy Center aims to advocate and to protect children's rights based on the standards and principles of the UN Convention on the Rights of the Child and European Union Law. Our Institution's doors are open to all children regardless of religious, cultural and other background. "Hope For Children" also aims to improve the quality of life of socially disadvantaged children. Hope For Children works in order to raise awareness and promote respect among all cultures, religions and diversity of each society.

The humanitarian Organization Hope For Children CRC Policy Center has established close cooperation, both on international and at European level, with organizations and bodies, including legislative, executive and judicial bodies, and is a member of major networks to further promote the rights of the child on a global scale.

The Organization Hope For Children CRC Policy Center is a member of the following:

- Cooperating partner of the Council of Europe for the ONE in FIVE Campaign
- Coordinator for the Observatory for the Return of Unaccompanied Children
- National focal point for the Separated Children in Europe Program
- Focal point for the European Network of Guardian Institutions
- National Focal Point for the European Juvenile Justice Observatory
- Member of the European Federation Missing Children Europe
- Member of the European Network of Child Friendly Cities
- Member of the Destination Unknown Campaign
- Participant in the Fundamental Rights Platform (FRP)

The benefits from such established transnational cooperation are multiple ranging from; exchange of best practices, sharing and developing ideas, undertaking joint projects, building up synergies for multilateral or bilateral lobbying efforts and policy drawing on a European or

international level. On the other hand, international and regional partners can learn about advancements achieved in our domestic environment and can in turn incorporate elements in their own work, towards a more holistic cross-border perspective on children's rights strategies.

International and European cooperation can be part of a wider advocacy strategy of "Hope For Children" CRC Policy Center, elevating certain issues pertaining to children's rights to the forefront of the public domain and can further inform policy efforts top-down, for adaptation and implementation in our national co

Actions of the Organization

"Hope For Children" CRC Policy Center works together with national, regional and an international advocacy institutions working to reform child welfare systems on behalf of children who depend on them for protection and care.

We aim to bring together judges, lawyers, psychologists, medical practitioners, mediators, counselors, mental health workers, media representatives, child cares, teachers & allied professionals to contribute their specialized expertise in a practical manner through education, legal and other advocacy to promote and protect the interests of the most vulnerable amongst us, our children and youth.

Objectives:

- Empower children and young people in order to make their views heard and to actively engage in promoting their rights.
- Educate and raise awareness, regarding the suffering of disadvantaged children, especially of those coming from conflict-torn areas.
- Sensitize the public and enhance social responsibility in society through information dissemination and social activities.
- Improve the quality of life of disadvantaged children.
- Conduct research concerning children's rights in conflict areas across the globe.
- Provide policy advice and recommendations at local, regional and international level.
- Collaborate and establish networks with other humanitarian organizations and agencies throughout the world in order to defend and promote children's rights globally.
- Improve the reception of children from conflict areas.
- Promote volunteerism within communities, particularly among youngsters, on issues concerning traumatized children.
- Support the development of new initiatives and organizations that seek to protect and promote disadvantaged children's rights.
- Provide reports to relevant government departments to assist in policy development.
- Organize fundraising events.

Activities:

- Establish networks with NGOs within the host country and worldwide, in order to exchange knowledge and expertise.
- Create a youth forum, offering opportunities to children to express and share their views with others.
- Facilitate opportunities for trans-national support and exchange on policies.

- Conduct surveys relevant to disadvantaged children's needs.
- Organize exhibitions, symposiums, conferences and seminars to raise awareness and disseminate information.
- Organize events, such as summer camps/academies, as a means of enhancing integration between migrant, asylum seekers and refugee children.
- Provide reports to relevant government departments.
- Conduct research on issues such as the integration of foreign/migrant children in schools.
- Provide research/internship opportunities for graduate and PhD students with an interest in this field.
- Establish links with parliamentary communities, advisory groups, think-tanks and other relevant organizations.
- Attend training seminars for knowledge development.
- Represent the views of the organization to international institutions, through both formal and informal structures, as well as through written material.
- Obtain funds through donations, subscriptions, legacies, grants and any other lawful methods.
- Organize humanitarian missions at local and international level.
- Recruit volunteers.

Summary of the project CHAPTER

The project is implemented within the framework of the project CHAPTER - «Children Help movement Against Physical Threatening and Emotional Repression». The program is funded from the European Union's Rights, Equality and Citizenship Program: Daphne call - Action grants to support transnational projects on the elimination of corporal punishment for children - JUST/2015/RDAP/AG/CORP, funded by the European Commission.

The objectives of the program are:

- To increase knowledge and skills in authority in the field of effectively and positive parenting and upbringing in accepting, constructive and fulfilling way.
- To build unified methodology for presenting the problem and rethinking of corporal punishment (CP).
- To raise the society general awareness to difficult experiences and consequences that CP has on the children and adolescents.
- To explore and bring "best practice" at international level in the EU member states.
- To coordinate the efforts of various social structures and communities to work in direction of legislative changes and virtually eliminate the issue.

Activities:

In 4 countries (Bulgaria, Iceland, Portugal, Cyprus)

- Core team meeting,
- Transferring and piloting of Icelandic experience,
- Creating program for training of trainers (tot)
- Deliver 4 day training of trainers
- Developing a methodology and training curriculum for working with children, parents and professionals for protection against CP of children,

- Conducting screening among major groups of CYP (pre and post) using focus groups and interviews,
- Conducting training seminars with children, parents and professionals,
- Networking, support in implementation of a multidisciplinary approach to support children affected by CP,
- National representative study of the situation in the country,
- National information campaigns in 3 countries,
- 5 round tables,
- 1 International conference,
- Analyzing evaluation data and writing dissemination reports, articles, and materials.

Type and number of persons benefiting from the project:

- 1) Professionals:
 - 90 representatives from specialist support services in 3 countries,
 - 90 representatives teachers in 3 countries,
 - 20 specialist support services NGO, trained trainers,
 - 400+ professionals (through dissemination)
- 2) CYP
 - 300 children aged 4-6 years - trained
 - 300 young people aged 8-12 years - trained
 - 300 young people (future parents) aged 18+ years - trained
 - 300 parents-trained
 - 200+ children affected by CP
 - 2000+ children, young people, future parents, etc. (through dissemination)

Expected results:

- Innovate and enrich the concept for transferring good practice in the participating countries.
- A specialist support services will:
 - Improve knowledge, skills and understanding of child rights,
 - Network for child protection against CP,
 - Unify understanding (4 countries) regarding CP and child protection,
 - Work on established methodologies for training of children, parents and professionals.
- A wider group of professionals will:
 - Have access to high quality, innovative training guides/resources,
 - Have access to new evidence about programs impact.
- Children affected from CP::
 - Will be empowered and equipped to help keep themselves/peers safe,
 - Reduce risks of future victimization,
 - Developed knowledge, skills and a support system.
- Young people, future parents and society:
 - Have access to brochures and other materials created for them,
 - Have knowledge for protecting options against CP and supporting services,
 - Understand that CP is a violation against children's rights,
 - There will be visible change of society attitude regarding CP,
 - Prompting attitude/policy changing through sensitizing training and campaigns.
- Type and number of outputs to be produced:
 - Developed 1 manual for trainers (adapted for 3 contexts)

- Developed ToT methodology
- Developed training methodology for professionals and teacher
- Developed methodology for working with children aged 4-6 years
- Development of practical methodology for working with pupils at primary level
- Developed practical methodology to work with future parents
- 2 national researches
- 2 Action Research Reports
- National information campaigns in 3 countries
- Trained 90 professionals from supporting services
- Trained 90 teachers
- 3 types of brochures
- Posters (8000) & leaflets (19000) (for each country)
- Trained 900 CYP through created methodologies
- Trained 300 parents
- Supported 200 children affected by CP
- Final/audit/interim/financial and activity reports
- 2 films in 4 languages
- Web platform
- 4 webinars

16:45-17:00 Coffee break

17:00-18:00 Introduction on the subject of abuse

What is abuse and what are the different forms of abuse?

Every year, up to 275 million children worldwide suffer from domestic violence. Violence against children involves physical and psychological abuse and injury, neglect, exploitation and sexual abuse. The perpetrators may be parents and / or other close family members. Beyond the harm and pain that is being caused, violence undermines children's sense of self-esteem and prevents their development. Children who survive abuse often suffer from long-term physical and psychological harm that impedes their ability to learn and socialize, and makes it difficult for them to perform at school and to develop close and positive relationships. Children who grow up in a violent environment are more likely to be abused than children living in a peaceful environment. Statistical studies reveal that children experience violence at all stages of childhood, in different settings, and often in the hands of trusted individuals with whom they interact daily. Ensuring that violence in all its forms is recognized as a fundamental violation of children's human rights and documented through reliable data is a first step towards its eradication.

The International Society for the Prevention of Child Abuse and Neglect compared definitions from 58 countries and found some common elements (Bross, et al., 2000). In 1999, the World Health Organization drew up the following definition of Prevention of Child Abuse (WHO, 1999): "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."

The definition given above (WHO, 1999) covers a wide range of abuse and it refers to four types of child abuse:

1. Physical abuse,

2. Sexual abuse,
3. Emotional abuse,
4. Neglect.

Physical abuse of a child is defined as the acts of commission by a caregiver / other adult that cause actual physical harm or have the potential of causing harm. *Sexual abuse* is defined as the acts where a caregiver / other adult uses a child for sexual gratification. *Emotional abuse* involves the failure of a caregiver / other adult to provide a suitable and supportive environment and includes acts that have an adverse effect on the emotional health and development of a child. Such acts include restricting a child's movements, denigration, ridicule, threats and intimidation, discrimination, rejection and other nonphysical forms of hostile treatment. *Neglect* refers to the failure of a parent to ensure the child's development (where the parent is in a position to do so) in one or more of the following areas: health, education, emotional development, nutrition, shelter and safe living conditions. Neglect is distinguished from circumstances of poverty, as neglect can occur only in cases where there are reasonable resources for the family or the caregiver (WHO, 2002, 2006).

Some definitions focus on the behaviours or actions of adults while others consider abuse to take place if there is harm or the threat of harm to the child. Some experts consider as abused those children who have been inadvertently harmed through the actions of a parent, while others require that harm to the child be intended for the act to be defined as abusive. Additionally, some of the literature on child abuse explicitly includes violence against children in institutional or school settings (WHO, 2006).

Injuries inflicted by a caregiver on a child can take many forms. Serious damage or death in abused children is most often the result of a head injury or injury to the internal organs. Head trauma as a result of abuse is the most common cause of death in young children, with children in the first 2 years of life being the most vulnerable. Because force applied to the body passes through the skin, patterns of injury to the skin can provide clear signs of abuse. The skeletal manifestations of abuse include multiple fractures at different stages of healing, fractures of bones that are very rarely broken under normal circumstances, and characteristic fractures of the ribs and long bones (WHO, 2002, 2006).

Shaking is a prevalent form of abuse seen in very young children, most of the cases in children less than 9 months old. Most perpetrators of such abuse are male, although this may more closely reflect the fact that men, who are on average stronger than women, tend to apply greater force, rather than that they are more prone than women to shake children. Intracranial haemorrhages and small fractures at the major joints of the child's extremities may result from the rapid shaking of the infant. They can also follow from a combination of shaking and hitting of the head on a surface. There is evidence that one third of seriously shaken infants die and that the majority of surviving infants suffer long-term dysfunctions such as mental retardation, cerebral palsy or blindness (WHO, 2002).

Children may be brought to professional attention because of physical or behavioral problems, result from sexual abuse. It is common for children who have been sexually abused to have symptoms of infection, genital injuries, abdominal pain, constipation, chronic or recurrent urinary tract infections or behavioral problems. In order to detect child sexual abuse it requires a high index of suspicion and familiarity with the verbal, behavioral and physical indicators of abuse. Many children will spontaneously disclose abuse to caregivers or other people, though there may also be indirect physical or behavioral indications (WHO, 2002).

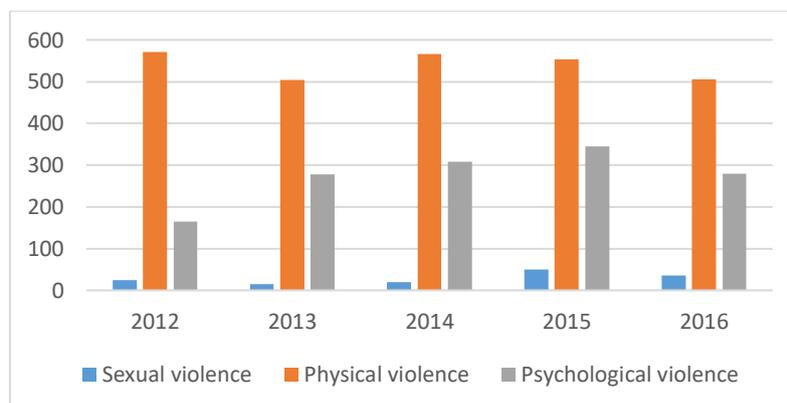
There exist many manifestations of child neglect, including non-compliance with health care recommendations, failure to seek appropriate health care, deprivation of food resulting in hunger, and the failure of a child physically to thrive. Other causes for concern include exposure of children to drugs and inadequate protection from environmental hazards. In addition, abandonment, poor supervision, poor hygiene and deprivation of education are all considered as evidence of neglect (WHO, 2002).

Children can also suffer indirect damage, such as when their caregivers are subjected to domestic violence or when they are witnessing this situation. Surveys have shown that children who witness violence at home or live with mothers who are victims of domestic violence are at increased risk of being abused at home. There are also indications that children exposed to domestic violence are more likely to act aggressively on peers or siblings, to carry violent attitudes to their adulthood as victims and / or as abusers. Violence between parents or caregivers can also influence children's attitudes towards accepting family and close relationships, thus perpetuating the cycle of violence (WHO, 2002, 2006).

Statistics in Cyprus and Europe

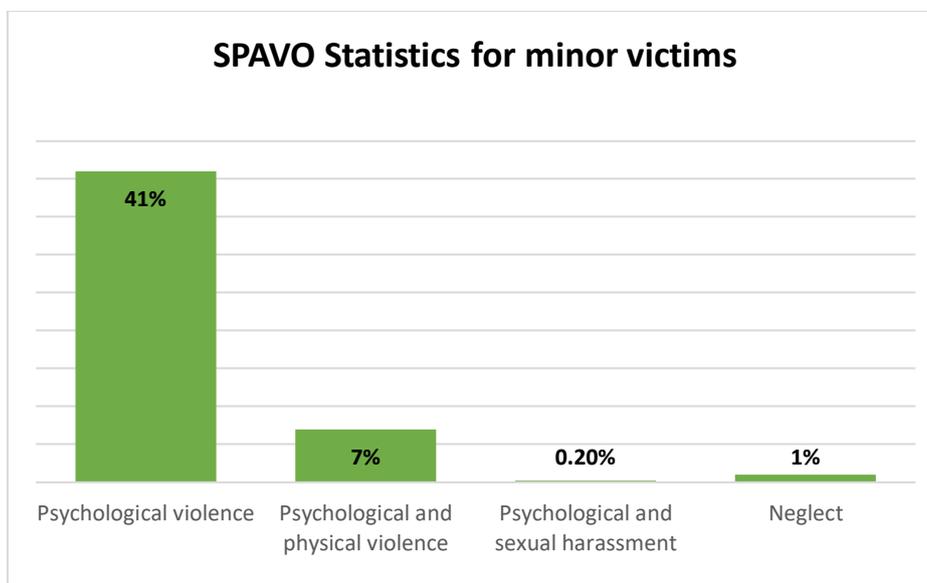
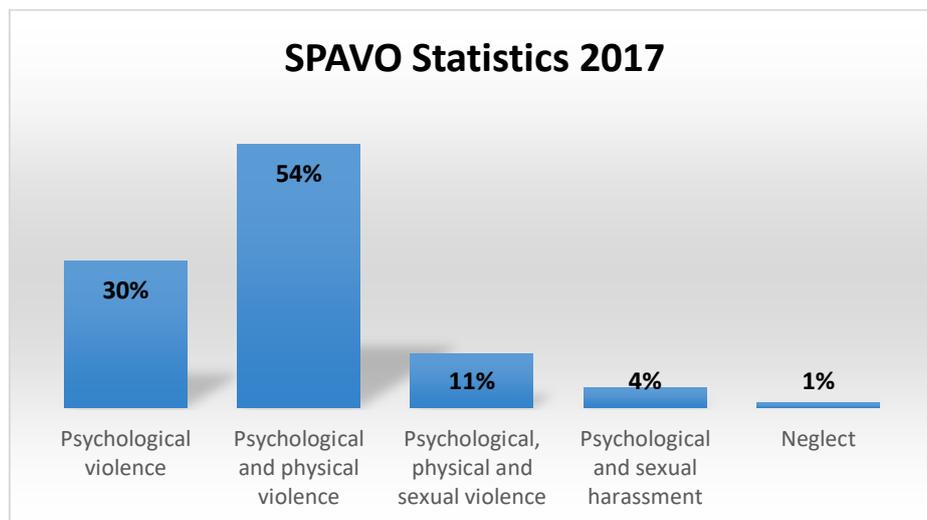
The Cyprus Police Statistical Survey presents incidents of domestic violence from 2012 to 2016. In particular, between 2012 and 2016, 4939 incidents were reported, most of which involved physical violence, with the figure reaching 3,276 thousand incidents (66.33%). At the same time, 1,499 incidents (30.35%) were related to psychological violence and 164 cases (3.32%) to sexual violence. According to the data presented by the Police in 2016, 821 incidents of family violence were reported in relation to 949 in 2015, 893 in 2014, 796 in 2013 and 760 in 2012. Of the 821 complaints in 2016, 506 concerned physical violence, 280 the exercise of psychological violence and 35 the practice of sexual violence. Women's incidents amount to 514 in 2016 and 3,387 or 63.6% for the five-year period 2012-2016, compared to 192 cases for men in 2016 and 1,039 for the five-year period or 19.5%. Most reports were against men (620 in 2016-3,919 for the five-year period or 76.8%). In 2016, 212 women were reported for domestic violence (1,112 for the five-year period or 21.8%).

Type of violence	2012	2013	2014	2015	2016	Total	Percentage
Sexual	24	15	19	50	35	164	3.32%
Physical	571	504	566	554	506	3276	66.33%
Psychological	165	277	308	345	280	1499	30.35%
Total	760	796	893	949	821	4939	100%



At the same time, 7 minor boys have been reported in 2016 (57 in five years) and one minor girl (14 in five years) for violence within the family. Reports have also been submitted by 88 girls under 18 years old in 2016 (487 throughout the five-year period) and 95 boys under 18 years old in 2016 (408 in five years).

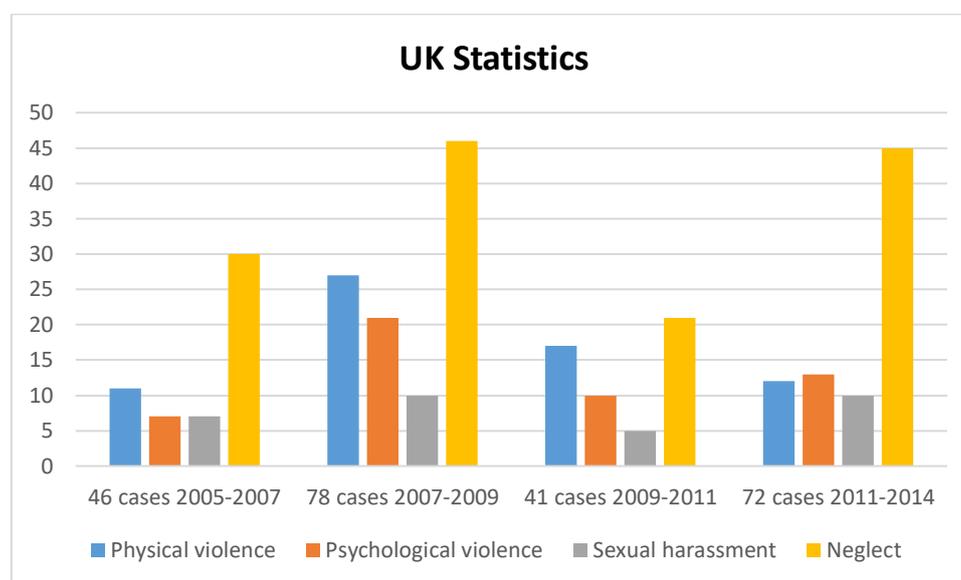
According to statistics from the Association for the Prevention and Handling of Violence in the Family (SPABO), 1680 cases were handled in 2017, of which 172 victims were minors and 89% were women. Generally, 30% of the victims were subjected to psychological violence, 54% psychological and physical violence, 11% physical, psychological and sexual violence, 4% psychological and sexual harassment and 1% neglect. With regard to minor victims, 41% were subjected to psychological violence, 7% psychological and physical violence, 0.2% psychological and sexual harassment and 1% of children have been neglected.



Below there are the statistics for the UK for the years 2005-2014. It was revealed that early childhood is the period of higher risk for serious and fatal child abuse for both boys and girls. For the majority of children (82%), incidents of violence occurred within the family context, while 18% received violence from non-family members. At the time of death or harm, in 2011-2014, 12% of children were part of the Children's Protection Plan, while another 12% of

children were part in the past. Over the period 2005-14, the number of children in the protection plan is on average 13%. The number of children in the child protection plan at national level is constantly increasing. In addition, children can be part in more than one category of abuse. However, neglect remains the most frequent category recorded at national level. The categories of child abuse or neglect mentioned in the child protection plan are listed in the tables below. The same children can be part in more than one category of abuse or neglect. Ignoring remains the most frequent recorded category.

	46 cases 2005-2007	78 cases 2007-2009	41 cases 2009-2011	72 cases 2011-2014
Physical violence	11	27	17	12
Psychological violence	7	21	10	13
Sexual harassment	7	10	5	10
Neglect	30	46	21	45



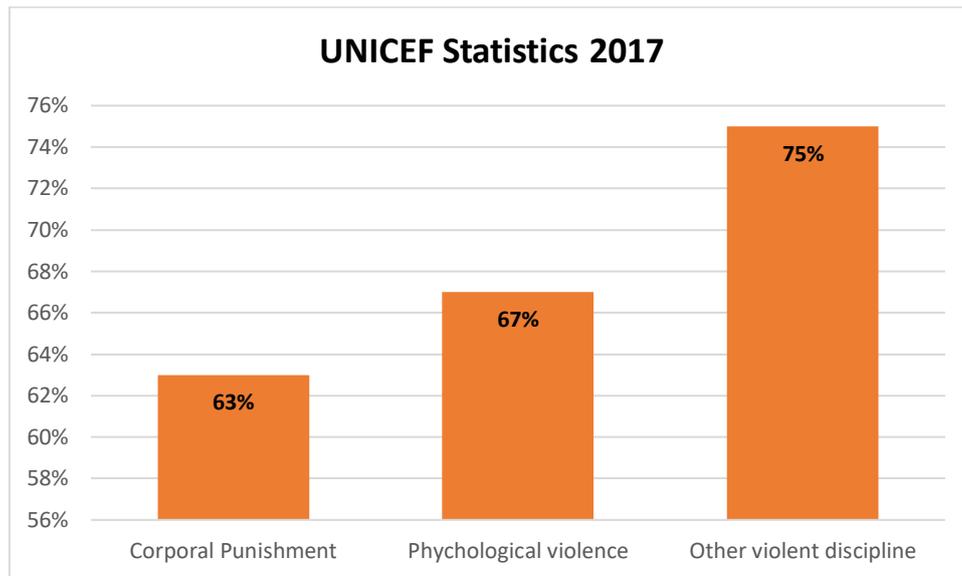
Global statistics from UNICEF

According to UNICEF (2017), violence often begins at early stages. According to data from 30 countries, almost half of children aged 12 to 23 months are subjected to corporal punishment at home and a similar percentage is exposed to verbal abuse.

Approximately 300 million (3 out of 4) children aged 2 to 4 years old, experience regular violence for discipline purposes by their caregivers and 250 million (about 6 in 10 children) are physically punished. Worldwide, 1 in 4 children (176 million) under the age of 5 years old live with a mother who is the victim of domestic violence and about 130 million children (slightly more than 1 in 3) aged between 13 and 15 engage in bullying. 732 million (1 in 2) school children aged between 6 and 17 years old live in countries where corporal punishment at school is not completely banned. Every 7 minutes, somewhere in the world, a teenager is killed by acts of violence. In 2015, some 82,000 teenagers worldwide died of violence. In the United States, the rate of homicide among non-Hispanic black boys aged 10 to 19 years old is

almost 19 times higher than that among non-Hispanic white teen boys. Throughout the world, about 15 million teenagers aged 15 to 19 have experienced sexual abuse during their lifetime. Based on data from 30 countries, only 1% of adolescent girls who have experienced sexual abuse have received professional assistance.

Globally, 3 out of 4 young children are regularly subjected to violent discipline by their caregivers. Listed below are the percentages of children who have been subjected to violence based on 94 countries with figures covering 55% of the world population of children aged 2 to 4 years old.



Preventing violence against children requires a significant shift in what the societies consider as accepted practices. Throughout the world, about 1.1 billion caregivers (slightly more than 1 in 4) admit to believing in the necessity of corporal punishment as a form of discipline. Up to date, only 60 countries have adopted legislation that totally prohibit corporal punishment at home, leaving more than 600 million children under the age of five without full legal protection. This lack of legal prohibitions is a clear indication that violent discipline through corporal punishment remains a largely unrecognized form of violence against children.

While schools must provide a safe environment for children, laws prohibiting violence in educational settings remain scarce. About 732 million school-age children, half of the world's population aged 6 to 17, live in countries where they are not legally protected from corporal punishment at school.

One main reason why violence against children remains covered is the reluctance of many victims to reveal their abuse, to seek help to cope with this traumatic experience or to take action to protect themselves. This reluctance of victims to report incidents of violence to authorities or other professionals is a challenge in order to report the true extent and nature of violence against children. The lack of data can hinder efforts to uncover the real magnitude of the problem. This in turn, limits the effectiveness of initiatives to prevent violence. While the last decade has significantly improved the availability of data on violence against children, some forms of violence remain underestimated, and this is confirmed because only 40 countries have comparable statistics on sexual violence against girls and only 7 have comparable evidence of sexual violence against boys.

2nd day of the Training Program (21/4/2018)

8:00-8:30 Attendance and Registration

8:30-09:30 Corporal Punishment

Corporal Punishment

Corporal punishment (CP) is the most prevalent form of violence against children. It is a violation of children's rights to respect for human dignity and physical integrity. The Committee on the Rights of the Child defines CP as "any punishment in which physical force is used and is intended to cause some degree of pain or discomfort. Physical punishment for children can be caused with the hand or with an implement (whipping, slapping, biting, pushing, etc.)" (Bross, et al., 2000).

The Council of Europe calls for a legal and practical ban on CP on children. CP conveys the wrong message to children and can cause them serious physical and psychological harm. CP, if addressed to an adult, would be a criminal offense. One of the most basic principles of human rights is the right of every person to live freely from the threat of violence. Article 19 of the United Nations Convention on the Rights of the Child (UNCRC) guarantees this right for every child and obliges the Member States to take appropriate measures to protect the children from all forms of violence. The Committee on the Rights of the Child, the UNCRC Monitoring Body, stressed that effective protection of human rights requires the elimination of all corporal punishment and any brutal or degrading treatment of children (Council of Europe, 2018).

Physical punishment of children in the form of beating, punching, kicking or stinging is socially and legally acceptable in most countries. For many countries, it is an important phenomenon in schools and other institutions and criminal systems for young offenders. While the Convention on the Rights of the Child recognizes and respects the responsibility of families to provide guidance to children, Article 19 instructs Member States to take all appropriate measures, including the adoption of legislation, to protect children from all forms of violence from the care of parents, guardians or other caregivers. The Committee on the Rights of the Child states that any form of discipline that is violent, cruel or degrading is unacceptable. However, in only 60 countries of the world today children enjoy full legal protection from corporal punishment at home (Council of Europe, 2018).

The United Nations Convention on the Rights of the Child requires States to protect children from "all forms of physical or mental violence" whilst in the care of parents and others, and the United Nations Commission on the Rights of the Child has stressed that physical punishment is incompatible with the Convention (Council of Europe, 2018).

In 1979, Sweden became the first country to ban all forms of corporal punishment for children (Olsen, 1984). Since then, at least 10 other countries have banned it. Decisions have also been issued by constitutional or supreme courts condemning corporal punishments in schools, and in 2000 the Israeli Supreme Court declared all physical punishments as illegal. The Ethiopian Constitution of 1994 affirms the right of children to be exempt from corporal punishment in schools and care institutions. Physical punishment in schools has also been banned in New Zealand, Korea, Thailand and Uganda (Ministry of health and social affairs and Ministry for foreign affairs in Sweden, 2001· WHO, 2002).

However, surveys show that corporal punishment remains legal in at least 60 countries for minor perpetrators and in at least 65 countries in schools and other institutions. Corporal punishment of children is legally accepted at home in 11 countries. Where in these countries it has been observed that practice does not persistently undermine lawful reform and public education. Therefore, the legitimacy of physical punishment in different environments varies according to the laws of each country. At international level, the need to apply human rights law to the issue of corporal punishment of minors has been observed in various contexts:

- **Corporal punishment in the family:** usually parents or other adult relatives punish children or teenagers.
- **Corporal punishment at school:** school staff (e.g. educators or managers) are physically punishing children or adolescents.

Corporal punishment as a form of violent discipline *at home* is the most common form of violence experienced by children. While teaching children self-control and acceptable social attitudes is an integral part of bringing up children in all cultures, many caregivers rely on the use of violent methods, both physical and psychological, to punish undesirable behaviors and encourage desirable attitudes. Caregivers do not necessarily use this type of discipline with the intentional intent of causing harm or injury to the child. Instead, they often feel angry and disappointed about their children's attitudes and cannot understand the consequences of violent behavior. They may also have limited familiarity with non-violent methods (UNISEF, 2017).

Corporal punishment is dangerous for children. In the short term, it kills thousands of children every year and it injures and underestimates many others. In the long term, research has shown that it is an important factor in the development of violent behavior and is associated with other problems in childhood and later in the lives of children (UNISEF, 2017).

Surveys show that parents' expectations about the cognitive abilities of their children, such as understanding and complying with complex guidelines, often do not correspond to their developmental stage. This lack of knowledge, coupled with other factors such as cultural practices, can lead to the use of disciplinary methods that are both ineffective and harmful to children. Verbal and corporal punishment is even used on children over the age of 12 months, often in combination with non-violent methods, such as an explanation of the reason why the child's behavior is incorrect. Even when the parent or parents do not intend to harm the child, the use of violence for control or proper behavior has negative consequences ranging from direct effects to long-term harm. Whilst children of all ages are at risk, violent discipline at an early age can be particularly harmful given the increased potential for physical injuries and the inability of children to understand the motivation behind the action or to adopt sound response strategies to be relieved. In particular, corporal punishment has been linked to harmful effects on children that vary according to the nature, extent and severity of the exposure (UNICEF, 2017).

In order to make full use of their abilities, children need a safe, encouraging and violence-free environment to grow up into, to be educated and succeed. Typically, parents, teachers, students and communities expect schools to provide this kind of safe shelter. However, for many students around the world, the presence or threat of violence at school undermines their ability to take full advantage of educational opportunities. Once the children start school, friendships and interactions with peers take on an increasingly important role in their lives. These

relationships have the potential to contribute to the child's sense of well-being and social capacity but are also linked to exposure to new forms of victimization (UNICEF, 2017).

Violence in schools can also be manifested as corporal punishment caused by teachers and generally by school staff or by peers. It includes acts occurring in school buildings, during the transfer of children to or from school, and during school events and activities. School infrastructure, such as isolated buildings or buildings without good lighting or with little supervision, can also pose a risk of challenge to students. Violence in schools has devastating consequences for children, families and society. It also significantly impedes the participation of children in school, helps to reduce school success and leads to high levels of abandonment (UNICEF, 2017).

Children subjected to corporal punishment at school suffer physical, emotional and mental abuse. There is no evidence to show that students who are subjected to corporal punishment in schools develop social skills or self-control skills. In addition, corporal punishment of children has never been proven to enhance the development of moral character, to increase student respect for teachers, or to provide greater security to the educator (Gershoff & Bitensky, 2007; Greydanus, et al., 2003; Hyman, 1996).

According to Hyman and his colleagues (Hyman, 1996; Greydanus, et al., 2003), approximately half of the students subjected to severe punishment develop a disorder called Educational-Caused Post-traumatic Stress Disorder (ECPTSD). In this disorder, there is a symptom analogous to Post-Traumatic Stress Disorder. The ECPTSD can be identified by a combination of depression and anxiety symptoms. This disorder causes an imbalance in mental health due to the significant and increasing anxiety that is happening. Child victims of corporal punishment may have the following symptoms: difficulty sleeping, fatigue, feelings of sadness and despair, suicidal thoughts, anxiety, increased anger with feelings of dissatisfaction and aggression, aggravation of peer relationships, difficulty concentrating, reduced school performance, antisocial behavior, dislike of power, physical annoyances, school avoidance, school dropout and other high-risk negative behaviors for children and adolescents. (Hyman, 1996 · Greydanus, et al., 2003).

Children who are subjected to corporal punishment become more revolutionary and are more likely to show a vengeful attitude, pursuing the punishment and revenge of those who have hurt them. In general, corporal punishment is based on dissuasive techniques and produces very limited results (Greydanus, et al., 2003). Children or adolescents, who are physically punished, receive a false message about the change in negative behavior and they will probably learn techniques that in fact lead to reduced self-control, absenteeism, abuse and violation of rules (Greydanus, et al., 2003 · Hyman, 1996 · NCACPS, 2007). Some surveys note that, the more physical punishment is used in schools, the higher the rate of violence between the students and manslaughter (Strauss, 1996).

Corporal punishment constructs a learning environment that can be characterized as non-productive, canceling and punitive. Children become victims and violence is introduced to all students in such a class. Confidence and security are limited, even in children who are witnesses of violence at school (Greydanus, et al., 2003; Lynnette, 2001; Mallot, Mallot & Trojan, 2000). Students who are witnesses or victims of such abuse can develop low self-esteem, increased guilt feelings and anxiety symptoms. Therefore, there are implications for the psychosocial and educational development of students (Greydanus, et al., 2003; Lynnette, 2001; Mallot, Mallot

& Trojan, 2000; Pratt & Greydanus, 2000). In the environments where there is violence and therefore, in schools where there is abuse, is found that everybody is more or less subjected to violence directly or indirectly. Because of fear, the cultivation of open communication, vital to effective education, is seriously affected by such disgusting arrangements. However, the use of corporal punishment is associated with increased mental health problems in children, including increased psychological discomfort, which can lead to anxiety, depression, alcohol and drug use and general psychological dysfunction (Gershoff & Bitensky, 2007). In addition to personal misery, it can also lead to learning inappropriate problem-solving methods. The use of corporal punishment encourages children to turn to violence because they see people in power (e.g. professor, director) using it. Such practices unfortunately show children that violence is acceptable, especially against the weak, the defenseless and the addicted. Violence is not acceptable and it should not be supported by imposing sanctions on anyone and any educational institution using it (Gershoff & Bitensky, 2007; Lynnette, 2001).

The use of corporal punishment in the school environment undoubtedly enhances aggression as an acceptable and effective means of eliminating unwanted behavior. Corporal punishment in schools is an ineffective, dangerous and unacceptable method of discipline. Non-violent classroom control methods should be used in all school systems. Corporal punishment has a significant negative impact on the physical and mental health of students who are punished in this way. It reduces seriously and does not enhance the academic success of students who are subjected to it in schools. Teachers need to be trained in the use of alternative methods of discipline, with emphasis on the use of modified behaviors based on evidence and other techniques to maintain classroom control without the use of violence (American Academy of Pediatrics Committee on School Health, 2000; Gershoff & Bitensky, 2007; Greydanus, et al., 2003; Office for Civil Rights, 2009; Lynnette, 2001).

Corporal punishment from a legal point of view

Corporal punishment is generally any form of punishment in which physical violence is used in order to cause pain or discomfort to someone. It mainly consists of hitting children with an open hand or with an implement.

During the 16th and 17th centuries, bullying and hitting children were common practices both in Europe and in the colonies of America. Parents' right to use violence was rarely contested, and the colonial "Law for Stubborn Children" allowed parents to hurt or even kill stubborn children. As a result of the reforms in the US in the 1870s, child abuse was redefined as a kind of family problem, and parents became more lenient with their children and less harsh in their punishment, while in 1889 the "National Society for the Prevention of Cruelty in Children" was established in London.

The years between 1890 and 1920 showed a great concern for children's rights and it was becoming more and more perceptible that a series of reforms were needed to protect children from cruel behavior both at home and at educational institutions. At the same time, corporal punishment in public schools began to be rejected, as the majority of teachers were totally opposed to corporal punishment, or only accepted in exceptional circumstances.

In the 1920s and 1930s with the introduction of the Freudian psychiatry and the growing awareness of public opinion, physical punishment began to be a matter of pediatric interest. In the early 1930s, it became apparent that other factors were responsible for imposing corporal

punishment, such as the reduced participation of both parents in childcare and, at the same time, reduced financial resources.

A little later, in 1946, the pediatric radiologist, Caffey, first expressed the suspicion that some children with chronic subdural hematomas and repeated fractures were intentionally abused by adults. However, until the 1950s, corporal punishment was accepted as an appropriate form of child guidance.

The UN General Assembly voted unanimously on 20 November 1959, the Declaration of the Rights of the Child. The Member States were called to ensure the publication of this text and to ensure its circulation, recognition and interpretation by the school and institutions, irrespective of the form of the country's constitution. The 1970s, in combination with the general climate of liberalism at that time, corporal punishment was incriminated. In many countries, laws on child protection are enacted, and in Austria and the Scandinavian countries in particular, all forms of corporal punishment have been explicitly banned and criminalized.

In the context of the Council of Europe (CoE) law, the European Court of Human Rights (ECtHR) has examined appeals concerning the use of corporal punishment as a form of disciplinary measure, mainly on the basis of Article 3 of the ECHR. Where the severity of the measure exceeds the limits laid down in Article 3, the ECtHR has considered that the treatment violates this provision. Even where the severity of corporal punishment does not exceed the limits laid down in Article 3, the measures may nevertheless fall under Article 8, in particular the right to the protection of physical and moral integrity. However, the ECtHR has so far not found a breach of Article 8 in cases involving corporal punishment. The use of corporal punishment in public schools may also violate the right of parents to raise their children according to their philosophical beliefs as defined in Article 2 of Protocol No. 1 of the ECHR.

In 1989, the Convention on the Rights of the Child was signed. The Article 19 of the Convention on the Rights of the Child requires States to take: "all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, negligence or reckless behavior, exploitation, including sexual abuse, while under the care of their parents, legal guardians or any other person who takes care of the child." Various other articles reinforce the child's right to physical integrity and the protection of his human dignity. The preamble confirms that precisely because of their "physical and mental immaturity, children need special safeguards and care, including appropriate legal protection." Article 37 requires protection from "torture or other cruel, inhuman or degrading treatment or punishment".

In the Commission's view, physical punishment is always degrading. In addition, there are other non-physical forms of punishment that are also cruel and degrading and therefore incompatible with the Convention. These include, for example, demeaning punishments, humiliating, and painful punishments, threats that scare or ridicule the child. The European Committee on the Rights of the Child, General Observation No. 8 (2006), The Right of the Child to protection from corporal punishment and other forms of cruel or degrading punishment (Articles 19, 28 (2) and 37 et seq.) CRC / C / GC / 8.

The Children's Law of 1956 contained anachronistic provisions in terms of "punishing" children. Although this paragraph has remained inactive, the House of Representatives

unanimously deleted it. The 1956 law referred to punishment as "the right of every parent, teacher or other person who has legal control or responsibility of the child to punish him".

Corporal punishment at home became illegal in the 1994 Family Violence Act (Prevention and Protection of Victims), which prohibits "any illegal act or control of conduct that results in direct physical, sexual or psychological harm to any member of the family "(Article 3) and was interpreted as a ban of any corporal punishment in children. However, the government's response to the UN study questionnaire on violence against minor children (2005) revealed the provision on "the right of any parent, teacher or other person who has legal control or the responsibility of the child to impose on him a punishment". This provision was formally abolished in 2013. This was done after a complaint was lodged against Cyprus by the Union for the Protection of All Children (APPROACH) in 2013 in the framework of the collective complaint procedure of the European Social Rights Committee. In Family Law 1994 (Article 3), it was interpreted as a ban on corporal punishment of minor children and was verified in the Law on Violence in the Family (Prevention and Protection of Victims) of the Laws of 2000 and 2004 (Laws 119 (I) of 2000 and 212 (I) 2004).

The complaint alleged that there was no explicit ban on any punishment for children (in the family, schools and other places) and that Cyprus did not act with due diligence to eliminate the punishment in practice. The complaint was filed by the committee in February 2013. In its comments on the admissibility of the complaint (May 2013), the government stated that the Child Law (1956) would soon be abolished and replaced by two new laws which would include an explicit ban on corporal punishment. The complaint was declared admissible on 2 July 2013. On 9 July 2013, the government confirmed to the committee that the bill had been amended and the article on corporal punishment was abolished. The Article 54 (6) of the Law applicable to the constitutional books until 2013 was abolished following international discussions. The first and most important in the deletion of the field, is the 1990 Convention on the Rights of the Child (Ratification Law) (L243/1990). The Teaching Association formulates the school's Code of Conduct, taking into account the framework of a Code of Good Conduct prepared by the MOEC but also on the basis of the specificities of the school. The code of good behavior is communicated to the pupils' parents / guardians and is discussed and processed in the classroom so that all children can understand it.

When a child violates one of the codes of good conduct and only when the school has exhausted all resources based on persuasion, then the school may enforce disciplinary measures and sanctions in the framework of the disciplinary code and depending on the kind of the unwanted behaviors of the student. Do not use violence as a punishment for aggressive behaviors of the child. Prefer to remove privileges.

As a result of the above mentioned regulations and circulars, it appears that the use of any form of corporal punishment in schools is explicitly and categorically forbidden. Violence against children is a violation of their human rights, a worrying reality for our societies. It can never be justified either for disciplinary reasons or as a cultural tradition. There are no so-called "reasonable" levels of violence. Legitimate violence against children in one context proves tolerance of violence against children in general.

09:30-11:45

Rights of the children

All children have the right to protection from violence that is caused by anyone in their lives, whether they are parents, teachers, friends, romantic companions or strangers. All forms of violence experienced by children, regardless of the nature or seriousness of the act, are harmful. Family, school, society and authorities play an important role in protecting a child. A child has the right to live happily.

United Nations Convention on the Rights of the Child and the Republic of Cyprus

The Convention provides a series of international standards that should be followed by all countries. It approaches the child from the perspective that he/she is not a property of his/her parents and is not a helpless object. It is a human being with its own rights. The Convention approaches the child as a separate entity, as member of the family and the society in which he/she lives, with rights and obligations appropriate for his/her age and stage of development. It recognizes the legal status of the child. The child is no longer the passive recipient of benefits and the granting of rights to him/her is no longer a matter of choice, favor and kindness. The child has autonomous rights that we should all respect (UNISEF, 2018).

Children deserve to be highly valued for the unique contribution they make to our society just by being children. Respect for children as a global ideal has been affirmed by the United Nations Convention on the Rights of the Child, unanimously adopted by the UN General Assembly on 20 November 1989 and became legally binding on States Parties in September 1990. The Republic of Cyprus has ratified the Convention (UNISEF, 2018).

The Convention spells out the basic human rights to which children everywhere are entitled. These are the right to survival; the right to the development of their full physical and mental potential; the right to protection from influences that are harmful to their development; and the right to participation in family, cultural and social life. The Convention protects these rights by setting minimum standards that governments must meet in providing healthcare, education and legal and social services to children in their countries (UNISEF, 2018).

The Convention defines a ‘child’ as a person, below the age of 18, unless the laws of a particular country set the legal age for adulthood as younger than 18. The guiding principles of the Convention are:

- All children should be entitled to basic rights without discrimination;
- The best interests of the child should be the primary concern of decision-making;
- Children have the right to life, survival and development;
- The views of children must be taken into account in matters of affecting them.

The implementation of the National Children’s Strategy is a major initiative to progress the implementation of the Convention in Cyprus .In 2005, Cyprus submitted its Second Report to the UN Committee on the implementation of the UN Convention on the Rights of the Child (UNISEF, 2018).

Some of the articles state (UNISEF, 2018):

- [Article 1:](#) A “child” means every human being, girl or a boy below the age of eighteen years.
- [Article 2:](#) All children are entitled to these rights without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. No child should be treated unfairly for no reason.
- [Article 3:](#) States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.
- [Article 12:](#) States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.
- [Article 19:](#) States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement (UNISEF, 2018).

Actions against violence in children

Violence is not a private matter that many mistakenly believe. Domestic violence is considered a criminal offense, and those who know and do nothing to address it or to help someone who is subjected to it, are also responsible. The person in an abusive relationship is not always easy to perceive the violence. Violence is an intercultural, diachronic phenomenon and does not choose social classes.

"Violence against children concerns all of us".

- Silence is not acceptable. If an adult witnesses violence against a child and does nothing about it, is like telling this child that what is happening to him is acceptable.
- No child deserves to be abused. All adults have an important role to play in order to put an end to violence against children.
- It is everyone's responsibility to care for the well-being of children and those responsible for it should respond to their responsibilities in order to create a safe environment for children, to offer protection to the victims and to deal with the perpetrators.

All children have the right to be protected from violence, exploitation and abuse. Violence, exploitation and abuse affect the physical and mental health of children in the short and long

term, impairing their ability to learn and socialize and affecting their transition to adulthood, with negative consequences for their later life (WHO, 2002).

Consequences of violence at home: The most obvious direct consequences of violence on children are the fatal and non-fatal damage, cognitive dysfunction, and psychological and emotional consequences (Straus & Mallie, 2009· WHO, 2002· Wolfe, 1999). These consequences include feelings of rejection and abandonment, unsafe attachment, fear, anxiety, insecurity, and reduced self-esteem (Abolfotouh, et al., 2009· Dobbs, 2005· Gershoff & Grogan-Kaylor, 2016). In addition, many evidence suggests that exposure to violence or trauma alters the developing brain by interfering with normal neuro-developmental processes (Perry, 2001). When family violence is acute, children may experience changes in their behavior that are associated with the symptoms of post-traumatic stress disorder and depression (Evans, 2005). Physical and sexual victimization are associated with an increased risk of suicidal thoughts and behaviors and the stronger the violence, the greater this risk (Evans, 2005· Thompson, et al., 2005). In the long-term, child abuse is associated with alcohol and drug abuse, anxiety, depression, obesity, poor eating habits and some other medical conditions, such as liver disease and chronic reproductive problems (Dong, et al., 2004· Dube, et al. 2005· Gershoff, 2002). The findings are similar in terms of corporal punishment. Corporal punishment was found to be a predictive indicator of depression, misery, anxiety, and feelings of despair. Even a low frequency of physical punishment can lead to psychological discomfort among young people (Csorba, et al., 2001· Gershoff, 2002· Evans, et al., 2005· WHO, 2002).

Consequences of violence at school:

- **Impact on health:** psychological discomfort, permanent physical disability, long-term poor physical or mental health, decreased emotional development and long-term mental discomfort. Some studies have shown correlations between corporal punishment and poor mental health. A European study on the personal history of children with depression found that corporal punishment in schools was the strongest predictor of their current depression. It is now recognized that violence amongst pupils also has a significant impact on both physical and mental health, especially if violence is recurrent or serious and if the victims lack adequate support (Csorba, et al., 2001· Durrant, 2005· Rigby, 2003).
- **Social impact:** corporal punishment at home and at school is likely to impede the development of social skills. Victims of corporal punishment are likely to become passively and overly cautious and fear the free expression of their ideas and feelings, while at the same time they may become perpetrators of psychological violence. Children who are physically punished are less likely to internalize moral values than other children (Durrant, 2005· Lopez, et al., 2001). They are less inclined to resist temptation, engage in altruistic behavior, become aware of others, or engage in moral judgment of any kind. They are more inclined to engage in aggressive attitudes and may become adults who use corporal punishment against their own children and thus transfer the habits of violence (Alexander, et al., 2004).
- **Impact on education:** violence often guides children and young people to school absences or to school abandonment (Greydanus, et al., 2003· International Save the Children Alliance, 2005· Pinheiro, 2006). Physical and degrading punishment affects school performance, and students lack motivation for their school performance (Center for Effective Discipline, 2010).

Agencies that can help:

1. Association for the Prevention and Handling of Violence in the Family (SPAVO) – emergency help center: tel.1440,
2. Emergency center for victims of violence: tel. 192,
3. Police – direct intervention: tel. 199,
4. Social Welfare Services :
 - Nicosia - Tel. 22804608, 22804653, 22804661
 - Lemesos - Tel. 25804460, 25804450
 - Larnaka - Tel. 24800102, 24800163
 - Pafos - Tel. 26306107, 26306106, 26306240
 - Famagusta (Paralimni) - Tel. 23811720, 23811750
 - Morfu (Evrixou) - Tel. 22870582, 22870583, 22870593
5. Ministry of Education and Culture / Educational Psychology Service:
 - Nicosia - Tel. 22800740
 - Lemesos - Tel. 25305504
 - Larnaka - Tel. 24821363
6. Department of Child and Adolescent Psychiatry
 - Nicosia – Makarios Hospital - Tel. 22405086
 - Lemesos – Old Hospital - Tel. 25305333

Incident on an island in Greece:

A father, a senior executive at his work, has to deal directly with the consequences of the law, while the social service was called upon to monitor the child's upbringing environment. The incident took place as follows, according to the police report: It is late in the afternoon in the park and a minor girl is complaining for hours to her father and grandmother that she is hungry. The father ignores her and asks her to bring water. The scene is repeated and ends with the father grabbing his daughter by the hair and hitting her hard.

A citizen observes the incident and intervenes, telling the father that he is acting inappropriately. The father replies disrespectfully and urges him to mind his business, as he approaches aggressively towards him. The people around remain silent spectators, except for another citizen who also denounces the incident, and he is threatened by the father who is ready to beat him. A big man had to intervene to prevent the father from hitting him. With the same patrol car, the protagonists of the episode arrive at the police station, where the police officer emphasized that for the first time in his 19-years' service, someone is reporting an incident of domestic violence! Here we stop in order to ask ourselves: Is it possible for a police officer not to face such a complaint on our island for 19 years? Is it that domestic violence has been eradicated or is it just everyone remain silent about it?

11:45-12:30 Lunch break

12:30-14:00 The importance of school

Communication between parents and school

Research has shown that parental involvement in school activities and their awareness of school policy is fundamental to the well-being of the child. It is important to increase the responsibility

of the child for his/her studies, but also parents must be aware of their responsibility and role in educating their children. Satisfaction / pleasure, attendance and success of the child at school, sports and leisure activities go hand in hand with parental support. Engaging in these activities is one of the best overall preventive interventions (Desforges & Aboucher, 2003· Graham-Clay, 2005).

In today's society, schools and parents respond to increased expectations, economic pressures and time constraints. In these changing times, effective partnerships between teachers and parents become even more important to meet the needs of children. The cultivation of parent-teacher relationship is considered vital for the development of schools as learning communities (Schussler, 2003).

It is widely recognized that the more parents participate in their child's education, the better the child's performance at school. Over the years, many articles have been written about how a child's performance and academic achievements are greatly influenced by the extent to which parents are involved in school life and their interest in educating their child. Students respond very well to parents who are implicated with their child's schooling, whether they are only aware of their progress and understand their achievements, or whether parents take a more active role and participate in school. The greatest parental involvement often motivates the child to try to succeed at school. However, in order to create and maintain this interest, there must be regular and reliable communication and exchange of information between the school and the student's family (Bluestein, 2001· Desforges & Abourchaar, 2003· Dyches, Carter & Prater, 2012). There are three key points for improving the school-home relationship:

1. Providing information to parents,
2. Giving parents a voice and
3. Encouraging parents to cooperate with the school.

The communication on class-related topics and the dissemination of information on student progress can create positive relationships between school and family and helps to combat the negative image of schools that come into contact with parents only when the things go wrong. The exchange of information about a child's progress can also mean that parents develop a clearer assessment of the true strengths and weaknesses of their children, while an open communication channel means that parents can be informed early if their child experiences difficulties or problems. By allowing parents to attend and participate in their child's education, they can reinforce the standards set by the school, contributing to raising the overall achievement standards (Caspé, 2003· Desforges & Abourchaar, 2003· Schussler, 2003).

The benefits of cooperation between the family and the school are evident, with research revealing that teacher-family relationships are important to the social and emotional well-being of young people and to their academic achievements (Desforges & Aboucher, 2003). Developing positive relationships between families and school staff requires effort from both parties and it is typically developed over time rather than through a single event. School staff bring to the table a range of interpersonal and communication skills, which are important for building successful relationships. Bluestein (2001) reports that parents are identified with the following teacher characteristics:

- Cordiality
- Accessibility
- Positive discipline

- Focus on the child or young person
- Effective classroom management
- Reliability
- Trust

Effective communication is essential for the establishment of a partnerships between school and family. It constitutes the foundation for all other forms of family involvement in education. The benefits created by this cooperation and good relationship are many and they benefit from all the parties: parents, school and child (American Federation of Teachers, 2007).

Benefits for the parents: The way schools interact with parents affects the extent and quality of parent involvement with their children's education at home. For example, schools that most often report bad news about student performance despite recognition of pupils' excellence or successes, discourage parent involvement by making parents feel that they cannot effectively help their children. Parents also benefit from being involved in educating their children by getting ideas from school on how to help and support their children and by learning more about the academic curriculum of the school and how it works. Parents' participation in school is benefiting and valued. Parents develop a greater appreciation for the important role they play in educating their children. When the school communicates with the parents, it is good to inform parents about the following: classroom-learning activities, child achievements (even if the child does not do well with the lessons, it is important to recognize positive aspects. It is not all negative about a child), how can parents help with their child's education at home (American Federation of Teachers, 2007).

Benefits for the school: surveys show that the involvement of parents permits teachers to focus more on the task of teaching children. In addition, the communication with parents allows teachers to learn more about their students' needs and the environment at home. This information can be used to better meet these needs at the classroom. The parents involved tend to have a more positive view of the teachers, which facilitates teachers' work (American Federation of Teachers, 2007).

Benefits for the student: There is substantial evidence that parent involvement benefits students, including increasing their academic achievement. There are other benefits as well for children whose parents are involved in school and in their education, such as increased motivation for learning, improved behavior, a more positive attitude for school and for homework (American Federation of Teachers, 2007).

Parental cooperation and active school-parent communication lead to fewer student behavioral problems, positive attitudes of teachers, increased child well-being, increased interests and better academic outcomes, increased maturity, positive impact on school activities. In fact, communication starts with different signs, for example, when the parent first enters the school building (Chambers, 1998). Such signs may be smile or recognition by school staff. Parents can also be positively influenced by school cleanliness, students' artistic work on the walls and sounds in the corridor. A friendly school environment shows the extent to which parents use communication with school staff (Chambers, 1998).

Communication involves **unilateral** or **bilateral** exchanges (Berger, 1991). Teachers should actively integrate both strategies to maximize the exchange of information with parents.

One-way communication:

One-way communication occurs when teachers seek to inform parents about events, activities, or student progress through a variety of sources, such as an introductory letter at the beginning of the school year, class or school newsletters, a reference report, through the communication notebooks or announcements, the school's website, etc. "Written communication is perhaps the most effective way we can provide valuable and consistent correspondence between school and home" (Williams & Cartledge, 1997, p. 30). Written communication is a permanent product that requires careful assessment of the form and content. The aim is to organize concise and accurate information so that parents can read it and understand it. Newsletters are usually used to share written information with parents.

Bilateral exchanges or Dialogue:

Two-way communication includes dialogue between teachers and parents. Talks can occur during phone calls, school visits, various school activities, etc. Two-way communication occurs when teachers and parents talk together. Effective dialogue "evolves from growing confidence, reciprocity of anxiety and an appreciation of the prospects of the other side" (Lawrence-Lightfoot, 2004). A teacher can get in touch with parents to celebrate a child's successful schooling. However, more often, contact is made to share a concern about the child, which can be a source of considerable tension for both teachers and the parents. Teachers should try to make these interactions as productive as possible (Graham-Clay, 2005).

Effective communication strategies include (American Federation of Teachers, 2007):

- **Start:** Teachers should start contact as soon as they learn which students will be in their classroom for the school year. Contact can happen through an introductory phone call or a home letter that the teacher recommends to parents and creates expectations.
- **Actuality:** adults should contact each other shortly after identifying a problem so that a timely solution is found. Waiting for a long time can create new problems, probably due to the frustration of the involved parties.
- **Consistency and frequency:** parents want frequent feedback on how their children perform at school.
- **Follow-up:** parents and teachers consider whether the other party did what was discussed at a meeting.
- **Clarity and usefulness of communication:** parents and teachers need to have the information they need to help students.

Obstacles in communication

The obstacles that hinder good communication between teachers and parents exist at many levels. At a social level, Brandt (1998) points out that the public in general is becoming increasingly concealed by public institutions, and schools are more often the target of negative reports. Additionally, Taffel (2001) notes that many parents today feel they are not supported, they are misunderstood and overwhelmed by the demands imposed on them. To overcome these obstacles, teachers should appreciate that any positive exchange will help build trust and build stronger relationships not only with individual parents but ultimately with the wider community. Local school has to become a living part of the community and schools have the advantage of being a natural point of interaction with parents. Therefore, schools are able to accommodate or facilitate workshops for parents on a variety of topics, such as children's development and stress management, etc. Schools can help create parental support groups to

meet a range of needs (Molland, 2004). Schools can also provide a mechanism for involving community stakeholders, provide resources for families, finance and participate in school programs, and support mentoring programs (Graham-Clay, 2005).

Cultural differences can also create important communication challenges if teachers use their "own cultural lenses" to interact with culturally and linguistically different parents (Colombo, 2004). To address the potential problems of cultural differences, teachers should seek information to understand the cultural and linguistic diversity reflected in their students' families. Knowledge and appreciation can be demonstrated by celebrating the various cultural traditions of their students by integrating speakers from their community, assessing the difficulties faced by migrant parents and seeking interpreting services (Lai & Ishiyama, 2004). Teachers can also incorporate faces of diversity into children's literature in the classroom (Molland, 2004). Bilingual hotlines are a good way to enhance communication with culturally diverse families (Ramirez, 2001), as it will be good to provide written communication in many languages to ensure maximum access to the parent community (Graham-Clay, 2005).

At a parental level, a parent's negative schooling experiences can affect positive relationships with teachers, or parents may simply fail to understand how to effectively interact with the education system. These barriers can become particularly problematic when such a parent has concerns about the child's behavior or academic progress. Schools can provide guidelines in a checklist form to help parents manage their concerns in a constructive way (Hartman & Chesley, 1998). These guidelines would encourage parents to approach their concern from a perspective of gathering information, start at the class level, and listen to the teacher's perspective fully. Providing such information to parents through meetings and school newsletters creates an active plan for parents to follow in the event of concerns (Graham-Clay, 2005).

Financial and time constraints may also be the main obstacles to effective communication (Finders & Lewis, 1994). To address this, teachers can meet with parents at the beginning of the school year to determine parent's timetables and availability, as well as providing parents with information on how and when to contact the teacher. Meeting times must be somewhat flexible to accommodate working parents, including those working in shifts and those who move. Some schools are creatively linked to parents in many ways, such as school meetings outside school (eg at school events). In addition, there is a provision of child-care facilities in the school building while parents attending meetings can make a difference for some families (Graham-Clay, 2005).

At school level, the use of educational terminology to parents is an obstacle to communication. Teachers should monitor their conversation and written communications to avoid terminology. If technical terms are to be used then they should be carefully explained to the parents. In addition, a significant obstacle may be the traditional visit of parents to school for 5-15 minutes to inform the child's school progress, which offers little time for meaningful communication about the academic and social progress of the child. The perception that the teacher holds the "official evidence" of learning achievements can further prevent active parenting (Nichols & Read, 2002). To address this, Nichols and Read suggest that teachers set the stage for an effective meeting by providing parents with work samples in the preceding weeks. A parent-teacher meeting can also be more effective when parents feel they have been invited and encouraged to attend school meetings (Stevens & Tollafield, 2003). Effective use of

communication skills, attracting valuable parenting knowledge and developing a logical plan that reflects the perspectives of the various participants contributes to the most comfortable and productive communication and meeting (Stevens & Tollafield). Finally, depending on the circumstances and the purpose, the presence of the child at the meeting may or may not enhance communication with parents (Potter & Bulach, 2001). Whether to include the child or not should be carefully considered perhaps after a phone conversation between parents and the teacher (Graham-Clay, 2005).

Assessment of the vulnerability of parents and staff

When dealing with complex issues related to young people, schools and families can sometimes fall into a trap where they blame each other when things are not going well. It is important to avoid this and to seek to create an environment of trust, honesty and respect. The ability to understand and empathize for the respective challenges faced by each side (parents and teacher or school staff member) is likely to cause the mutual respect needed to develop a positive relationship. Both school staff and parents can feel vulnerable when communicating or interacting, especially if the purpose of the meeting is to discuss a concern. Some other challenges of effective communication are (Bluestein, 2001· Dyches, Carter & Prater, 2012):

- The lack of confidence in the parent's or teacher's abilities,
- The lack of experience in communication between teachers and parents,
- Past negative experiences when communicating or interacting (some parents may be reluctant to deal with the school due to the negative experiences they had as students)
- Prejudices about the student's family or the teacher or school,
- When there is no recognition of the benefits of developing a positive working relationship.

Approach based on strong elements:

When parents and school staff communicate about their concerns for students, it may be easy to forget the student's strengths and focus only on problems and negative behaviors. By keeping the student at the center of the debate, it must be ensured that the needs, the development stage, the strengths and the prospect of change and / or empowerment are taken into account. An approach based on the student's strengths is based on the following beliefs (Bluestein, 2001· Dyches, Carter & Prater, 2012):

- All people have strong elements and strengths,
- People change and develop through their abilities and skills,
- People are the experts for their own situation,
- The problem is the problem: the person is not the problem,
- Individuals can perceive and appreciate their strengths and their ability to find their own solutions,
- People have good intentions,
- People do what they can.

Basic communication skills:

There are some basic communication skills that school staff can find useful when talking to parents. **Active listening** helps the parent know that the teacher or the school staff member

listens and understands them. When the teacher thinks that he knows what the parents mean, it reflects on both parental content and feelings. The parent can then confirm the accuracy and remodel or correct the information. This provides active engagement and helps both the teacher and the parent to better understand the situation. **Active listening includes three basic skills: attention, observation and reflection** (Bluestein, 2001· Dyches, Carter & Prater, 2012):

Attention is the ability to communicate. Ensuring that there is time to pay attention to someone is an important first step. Some key elements are (Bluestein, 2001· Dyches, Carter & Prater, 2012):

- Creating an adequate space: choosing a place that is comfortable, private, quiet and with no distractions.
- Eye contact communicates attention and interest.
- Body language can show how careful the other person is and how much interest he/she shows. An open, relaxed attitude (for example, not crossing the hands), sitting side by side, indicates what the other person has to say.
- Psychological attention entails leaving all other thoughts so that he/she is completely present at the moment when communicating with the other person..

Observing what the other person is saying is the ability to continue the discussion. This can be achieved with the following skills (Bluestein, 2001· Dyches, Carter & Prater, 2012):

- Open and Closed Questions: open questions help the other person to continue talking and process what he / she thinks, while closed questions cause brief specific answers (usually "Yes" or "No") and can limit the conversation. The use of open and closed questions should be in balance to maintain the flow of discussion. For example, an open question: "How does John find pleasure in school this year?" While a closed question: "Is Yannis happy in school this year?"
- Some identifying elements encourage people to continue talking, such as "hmm", "aha" and when supplemented with positive body language such as nod, leaning forward and smiling, could be very effective for to help the speaker feel the other hears and agrees with him.
- An open speech encourages the other person to start talking, talking more or speaking deeper. They do not contain criticism and send a message to the other person that they are interested in hearing more. For example: "Would you like to talk about it?", "Can you tell me more about this?"
- Clarification the question: when people are anxious and / or confused, it can be difficult for the interlocutor to understand them. A question of clarification invites them to explain further. For example: "I did not get it clear. Could you explain it to me? ", " So, as you said ... Did I get it right? "

Reflection refers to how the person has understood the feelings and thoughts of the other person by telling them in his/her own words. This technique shows the other person that they understand what they have been told. For example, "When this happens, you feel" (Reflection of the other person's emotion), "It sounds a really tough day for you" (reflection of

the understanding of the situation). The skills of reflection are (Bluestein, 2001· Dyches, Carter & Prater, 2012):

- Paying attention to words that express emotions. Example: "I'm so annoyed about myself that I have not set limits". This statement shows that the person is very uncomfortable.
- Receiving indications from the overall message. Example: "I continued walking up and down the hallway when she left". This statement shows a level of anxiety or anxiety associated with the problem.
- Silence. Some people may feel uncomfortable and be silent in the presence of another person. However, when silence is used properly, it can convey understanding, patience and attention.
- Focusing and prioritizing. Focusing a conversation on the main content helps ensure that needs are discussed. Example: "I hear there is a lot happening to you. Can you tell me what the most urgent issue is for you now; so we can concentrate on this?", You told me about ... and ... I wonder if you would like to focus on one of these issues, we can work together for that. "
- Empathy is built on the foundations of acceptance and respect. It shows the other person the understanding and acceptance of his prospect without criticism and contributes to building trust and support. Example: "I can no longer deal with my son's behavior. I do not know what to do, "an answer that shows empathy in this example would be:" It sounds like things have been really hard on your home in the last few months and you have difficulty coping with them."
- Clarification and control show that one person hears and understands the other. It is a valuable communication strategy and can help to prevent misunderstandings. Example: "If I understand correctly, you feel really upset about how your son behaved at school yesterday."
- Summary is a useful way to show someone that they have understood the main message from the discussion. It illustrates to the speaker that it has been heard and understood. Example: "When we started talking, you told me you were worried about your daughter's change of attitude. If I understand correctly, you want to get some support in dealing with this and you would like some suggestions on how to deal with it".

Effective communication is essential to build strong school-family relationships and to increase parental participation. Just as teachers are skilled in the art of teaching, they also require knowledge and skills to communicate effectively with the family. It is important to note that teachers need to understand that communication is not a rare, individual act, but it happens in the context of continuous exchanges (Adler & Rodman, 1994). Teachers should endeavor to use a variety of effective strategies to make parents communicate as informative and interactive as possible, incorporating new methods of communication while maintaining human touch. Every exchange of communication, regardless of format, must reflect a careful and planned approach and should be seen as an opportunity for teachers to promote their needs, difficulties, beliefs to parents and to support the learning of students (Graham-Clay, 2005).

Training as a tool to prevent violence

Violence against young people is a growing phenomenon in Europe and globally. The World Health Organization (WHO), through the World Violence Prevention Campaign (2014), highlights that: nearly one in four adults are physically abused as children, 227 children and young people (0-19 years old) die as a result of interpersonal violence and many more are injured, mistreatment can cause changes in the brain that increase the risk of behavioral, physical and mental health problems in adulthood. Being a victim of child abuse can increase the risk that the same person becomes a victim and / or a victim of other forms of violence during adolescence and adulthood. Much of the violence against teenagers is committed at school (WHO, 2010). The survey carried out in Spain in 2005 in 100 students aged 12 to 16 showed that: 75% have witnessed at least one act of violence in school, 15% have been the victims of violence in school (80% of them have been subjected to emotional abuse, almost 40% is ongoing abuse), 3% have been bullied (90% of bullying victims have been subjected to emotional violence and 7% of physical violence) and 8% were the offenders (European Commission, 2010).

School violence can be prevented. Surveys show that prevention efforts by educators, managers, parents, community members, even students can reduce violence and improve the school environment. No individual factor causes violence at school, so stopping school violence involves the use of multiple prevention strategies that refer to individual factors, relationships, society, and social factors that influence the likelihood of violence. Prevention efforts should ultimately reduce risk factors and promote protective agents at these multiple levels of influence (Center for Mental Health in Schools, 2015).

Individual level strategies: youth experience, knowledge and skills can influence the likelihood of their participation in violence. Strengthening young people's skills for effectively resolving difficulties that occur and the opportunities to participate in community-based activities can significantly reduce the risk of violence. A strategy to address these individual risks is school violence prevention programs, which have been shown to reduce the rates of aggression and violence amongst students (Centers for Disease Control and Prevention, 2007 · Matjasko, et al., 2012). These programs are provided to all schoolchildren and focus on many areas, including emotional self-awareness, emotional control, self-esteem, positive social skills, social problems solving, conflict resolution and teamwork (Centers for Disease Control and Prevention, 2017).

The **social environment** of schools can affect the possibility of violence. Schools can take many steps to improve the link between schools in order to promote learning and reduce their negative effects, such as violence (Centers for Disease Control and Prevention, 2009). These include supporting effective classroom management practices, promoting collaborative learning techniques, providing training and support to trainers to better meet the diverse needs of students, providing opportunities for active parental involvement and creating open communication and decision making processes (Centers for Disease Control and Prevention, 2014). The physical characteristics of the school environment that could reduce violence include increased student attendance by school staff such as supervision during breaks and effective management of access to the building by non-school children. Other strategies include the creation of a warm and welcoming environment with prominent artwork by students and the mascot / school logo and the maintenance of the building, removing graffiti and ensuring that all school facilities are well lit. The characteristics of a school community also affect the possibility of school violence. By making changes to communities, school violence can be reduced. Some effective community-based strategies include providing opportunities for young people with more structured and supervised opportunities, such as mentoring or recreational activities, to increase

monitoring and healthy skills development among young people (David-Ferdon & Simon, 2012). In addition, the wider social and cultural climate surrounding schools affects the possibility of school violence. By creating the conditions and systems to implement evidence-based approaches to the prevention of violence, juvenile violence can be reduced (David-Ferdon & Simon, 2012). For example, some approaches may be the priority in preventing and using public health strategies, tackling social rules on accepting violence in schools, and ensuring that education systems promote the strong educational development of all students (Centers for Disease Control and Prevention, 2017).

All schools should work to prevent school violence and to make them safe places. Students, staff and parents have an important role to play in promoting school safety. Below there are ten strategies for tackling violence in schools with practical examples designed to ensure that teachers cope with and prevent violence in the classroom and school. Some are key actions that teachers can implement right away in the classroom, such as the use of constructive discipline and the elimination of corporal punishment. Others require a higher level of participation by school and community staff, such as the implementation of school security mechanisms. The ten strategies to tackle violence in schools are (United Nations Educational, Scientific and Cultural Organisation-UNESCO, 2009):

- 1. A holistic approach involving students, school staff, parents and the community.** A discussion with the headmaster, mentor, teachers, students, parents and the community council should be held to achieve a common understanding of the problem of violence at school. Teachers cannot prevent violence in schools on their own. The entire school community needs to meet to agree on a strong and clear message that violence is unacceptable in the school environment. When everyone knows the different ways in which violence occurs and how it affects them, then it will be much easier to find solutions. The school should develop an action plan in cooperation with the headmaster, the mentor, teachers, the students, the parents and the community council, as well as the health professionals, law enforcement officers, and other key groups. Violence prevention plans developed in broad consultation and cooperation are more likely to succeed than those prepared by a group of professionals that act individually. In addition, some risk factors that need to be prevented are for example, the provision of a well-lit and supervised building or the teaching of conflict resolution skills. Reducing opportunities for violence and providing students with tools to prevent it are crucial to creating a safe school (UNESCO, 2009).
- 2. Students cooperate for the prevention of violence.** In the school curriculum, it is good to include human rights teaching. Students should learn about their human rights as well as the rights of their peers, teachers, their family members and members of their community. It is essential for students to learn how to analyze and apply their knowledge of human rights to the reality of their own school and community. In addition, another method is to recruit students to establish rules and responsibilities in the classroom. That is, each class should write a code of ethics / rules that everyone agrees and will apply (e.g. the actions that are acceptable, actions that may harm others or disrupt the class and the actions necessary to promote learning) Writing a Code of Conduct sets out the rights and responsibilities of all, and promotes student participation (UNESCO, 2009).
- 3. Use of constructive techniques and methods of discipline.** Classroom rules should be positive, educational and brief. The rules should be stated positively and to clearly guide students on how to behave rather than the way not to behave and they should not be in conflict with school policies. In addition, positive reinforcement helps strengthen constructive behavior through eye contact, with a nod or a smile, additional credit points

or additional five minutes of play at the end of the day as a boost. Enhancing of good behavior should always be immediate and brief but pleasant. In addition, the use of disciplinary measures that are educational rather than punitive is very important. Measures should focus on the undesirable behavior of the student rather than the student as a person. Depending on the nature of the undesirable behavior, some disciplinary methods could be: post-school time or activities to discuss undesirable behavior (for example, the reason that it occurred and what needs to be done to correct it); ask the student to apologize, change the position of the student in the classroom, inform the parents by telephone or letter or through a meeting, analyze the severity of the situation, etc. (UNESCO, 2009).

- 4. Eliminate bullying effectively.** Bullying includes physical bullying (strike, kicking, pressure, drowning, etc.), verbal bullying (threats, teasing, and hate speech) and social exclusion. Consequences for verbal and physical assault should be imposed. Effective consequences can be minor so they can be used consistently, they should increase according to severity, they are based on the same expectations for all students and they are immediate after the bullying took place. In addition, counselors or school staff should be encouraged to provide advice or pupils to consult teachers and school counselors, while at the same time there is cooperation between parents, pupils and school staff to protect students from repeated incidents of violence. (UNESCO, 2009).
- 5. Create student resilience and support to respond constructively to the challenges of life.** Creating and enhancing students' resilience and ability to successfully cope with everyday challenges, anxiety and adversity, helping them build positive relationships with others. Increased durability reduces the probability of a student reacting to violence or falling victim to violence. Teachers who demonstrate socially appropriate and constructive behavior and provide guidance and offer protection to children, increase the resilience of their students by showing a positive, alternative way of responding to the challenges of life. These teachers are models for positive and attentive relationships. In addition, training programs on rights allow students to understand the way in which violence occurs, to develop skills to respond to violence and learn alternatives to violence. School counselors can support students to cope with difficulties in their lives and intervene in a preventive way; they can support the teachers, the school staff and students in preventing and tackling violence. In this way, they are contributing to a peaceful solution before the situation escalates to physical violence, working with the victims and the perpetrators of violence, and providing psychosocial support by promoting preventive programs designed to address issues such as bullying, drug use and gang activity (UNESCO, 2009).
- 6. Addressing gender violence.** School staff and students should be aware of the gender bias. For example, some people see boys as inherently better in mathematics or "naturally smart", while girls can be seen as "quiet, hardworking". They should break stereotypes and different expectations for both sexes. All children can be both perpetrators and victims of violence within schools, so teachers should not focus solely on female victimization. Interaction with boys should be similar to interaction with girls. The reduced frequency and quality of teacher interaction with girls may reduce their self-esteem, which in turn increases the chance of victimization. The school can set up a training program for teachers, students and the community to understand, to identify and respond to cases of sexual violence and gender-based violence. Staff trained in detecting and supporting victims of sexual abuse and gender-based sexual violence enhance the prevention of violence. Everyone should speak against violence and use good mechanisms to tackle it (UNESCO, 2009).

- 7. Promoting security mechanisms at school.** Support and prompting a strong management and an effective school leadership. It is important for parents to work with teachers to develop and implement policies to eliminate abuse of power and violence in schools. Through this collaboration is important for the school to create a rights-based code of conduct that recognizes the right of everyone to learn and teach in a safe school environment, to refer to acts of violence without punishment and to participate in decision-making processes. The services that should be given both to victims and to perpetrators need to be supportive, sensitive and confidential (UNESCO, 2009).
- 8. Providing safe and welcoming spaces for students.** It is good for students to know which premises in the school are safe in case of emergencies and to identify which areas are dangerous in order for changes to be made. School staff should also be informed, supervise and provide security mechanisms to students for less illuminated areas, unattended spaces, and toilets where pupils are at risk of sexual or physical abuse (UNESCO, 2009).
- 9. Capacity building to prevent violence and conflict resolution.** Training on non-violent conflict resolution, human rights-based approaches to classroom management and peace education is essential. It is essential for students to receive training in the way to use skills to resolve their own conflicts (UNESCO, 2009).
- 10. Recognizing violence and discrimination against disabled students, students from minority backgrounds and other marginalized communities.** Students should be informed about the reasons why some children behave differently, have learning difficulties, or have restrictions on sports and other physical activities because of their intellectual, learning or physical disabilities. They should learn that all members of the classroom are different in different ways and that is what makes them unique. Students should accept diversity and learn that everyone has the right to be respected for who they are. In addition, it is important to highlight that words have the power to hurt others. Developing understanding of different cultures in society is important. Helping integrate all students into the class will raise awareness of the positive value of diversity (UNESCO, 2009).

3rd day of the Training Program (27/4/2018)

15:00-15:30 Attendance and registration

15:30-16:45 Positive teaching

Summary of the previous day

Positive teaching

The current survey points out that adults (parents and teachers) who were physically punished as children, support corporal punishment more than those who did not receive corporal punishment (Hyman, 1988). Part of their argument, which often promotes support for this punishment, is that they have undergone such measures (at home and / or at school) and have not suffered from negative consequences. Parental approval for physical discipline for their own children leads to the adoption of these measures by school authorities on their children (Conte, 2000). Supporters of corporal punishment in schools feel that it is an effective, non-damaging technique of education and discipline (Lynnette, 2001). According to this view, these children are better controlled, they learn the proper assessment of power, and they can develop better social skills as well as improved moral character. In addition, corporal punishment is the only technique left to maintain academic control. They believe that if this technique is abolished, greater disciplinary difficulty will arise in schools and reduced teacher safety (Greydanus, et al., 2003). It is also argued that there are no proven negative effects of such discipline in families that have been studied and that non-physical forms of discipline simply do not work (Greydanus, et al., 2003). Instead, many doctors, pediatricians and psychologists argue that corporal punishment is a form of child abuse and that corporal punishment should not be used and is the "last resort" when everything has failed (Greydanus, et al., 2003).

The consequences of corporal punishment:

- Corporal punishment kills thousands of children every year, injures much more and is the direct cause of physical injuries of children (Krug, 2002).
- Poor moral internalization and increased antisocial behavior (Gershoff & Grogan-Kaylor, 2016 · Jud & Trocmé, 2013).
- Corporal punishment is a factor in the development of negative behaviors such as bullying, lying, cheating, exhaustion, misery, school behavior problems and involvement in crime (Gershoff, 2002).
- Corporal punishment can reduce empathy and morality (Kerr, et al., 2004; Lopez, et al., 2001).
- There is ample evidence that corporal punishment is associated with increased aggression among children. Aggressiveness is a reflective response to pain. Children learn that violence is a suitable method in order to get what they want and that children copy their parents' behavior (Gershoff, 2002; Gershoff & Grogan-Kaylo, 2016).
- Corporal punishment is both emotionally and physically painful and is associated with poor mental health in childhood (Gershoff, 2002; Gershoff & Grogan-Kaylo, 2016).
- Physical punishment can have a negative impact on children's physical health (Afifi, et al., 2012).
- Studies suggest that corporal punishment can have a negative impact on the cognitive development of children (Gershoff & Grogan-Kaylo, 2016; MacKenzie, et al., 2013; Straus, et al., 2013).

- Corporal punishment imposed on a child by his or her parents can cause serious harm to the parent-child relationship (Abolfotouh, et al., 2009; Gershoff, 2002; Gershoff & Grogan-Kaylo, 2016).
- Corporal punishment can make children feel rejected by their parents (Dobbs, 2005).

Corporal punishment causes immediate physical harm to children and adversely affects mental and physical health and education in the short and long term, as it prevents children from learning how to behave. It increases antisocial behavior and harms family relationships, it increases aggression among children and the likelihood of violence and is closely linked to other forms of violence. Respect for children's rights to protection, health, development and education requires that all corporal punishment of children be forbidden by law and be eliminated in practice (Greydanus, et al., 2003).

There are many effective alternatives to corporal punishment that school authorities can learn and that children can benefit from (Greydanus, et al., 2003). Children and young people must learn from society to reduce an aggressive response to the violence surrounding them (Mallot, Malot & Trojan, 2000). The current behavioral research concludes that the use of positive reinforcement techniques that reward proper behavior is more effective and long lasting. A student may stop acting in a classroom or avoid situations (Greydanus, et al., 2003). This student will probably learn techniques that in fact lead to reduced self-control, negative behavior characterized by absence from school, abuse and other negative behaviors. The research notes that corporal punishment creates a learning environment that can be characterized as non-productive, canceling and punitive (Gershoff, 2002; Greydanus, et al., 2003).

The use of corporal punishment in schools promotes the message that violence is an acceptable phenomenon in our society. It reaffirms the idea that violence against children is dignified, which leads to the devaluation of children in the eyes of society (Reitman, 1988; McCord, 1996). Children are encouraged to turn to violence because the authority or their parents are using it. Parents are not trained to use alternatives to corporal punishment and they are encouraged to hit their children transmitting a very dangerous message to promote violence in the society. Many parents have been abused as children and this will only exacerbate the violence that children have to face. The result is that they hurt their children by teaching them that violence is acceptable, message that may affect generations in a negative way. Violence is unacceptable and should not be supported by imposing sanctions for its use by school officials. A non-violent temperament towards children must be developed and maintained (Gainer, Webster & Champion, 1993; Pratt & Greydanus, 2000).

Corporal punishment is likely to be exercised under emotional discomfort on the part of the parent or teacher (caused by a behavioral incident of the child or adolescent). The direct effects of corporal punishment can occur in connection with the regulation of adult emotions and thus this behavior is automatically enhanced. In other words, the teacher or the parent "feel better" after the use of corporal punishment, and this may ultimately be the main motivation for using this technique. Such a situation requires self-control by the parent or teacher for the long-term best interest of the child or adolescent. Many evidence suggests that children and teenagers who are subjected to corporal punishments are also more likely to use violence in their own families in the future and in their romantic relationships. Thus, the cycle of violence is multiplied (Gershoff, 2002).

Alternatives to corporal punishment:

- Developing effective communication, in which the teacher has a respectful attitude towards the students. School officials can show their cordiality to students and show that they

generally like to work with children. Students should be learning in an environment that clearly states that they are valued and understood. The emphasis is on positive educational exchanges between teachers and students (Greydanus, et al., 2003).

- Teachers can learn the motivations of students and the non-violent classroom control techniques. It is crucial for teachers to present educational material that encourages students and targets their skill levels.
- Parents' involvement in the education of their children. Otherwise, it is referred by teachers as one of the main causes of the current disciplinary difficulty in the classroom.
- Alternative techniques are to eliminate negative behaviors and reward appropriate behavior (Greydanus, et al., 2003).
 - The elimination of negative behaviors is a technique that eliminates inappropriate actions that lead to problems in the classroom. However, teachers often do not favor this technique because of problems such as intimidation or increase of inappropriate behaviors (Mallot, Malot & Trojan, 2000; Skinner, 1961). Elimination should be used in an enriched environment of classroom where students have the opportunity to earn rewards and praises for appropriate behavior.
 - Use of rewards (such as the teacher's love, praise and attention) for appropriate behavior (Hyman, 1988; Pratt, et al., 2003).
- It is vital for teachers to receive as much support and training as possible in their efforts to maintain effective classroom control without turning to violent techniques (Greydanus, et al., 2003).

Increase of positive behavior:

All students have the right to study in a school in peace and security. A positive behavior support system is beneficial for the students. The positive behavior support system creates positive discipline, contributing to good education, increasing happiness and satisfaction for both students and staff. It uses simple and systematic methods that increase the likelihood of desirable behavior and reduce unwanted behaviors.

Children should be praised and not punished. Research shows that punishment used as a disciplinary test, neither reduces undesirable behavior nor teaches the desired behavior. The best results are achieved, however, if the desired behavior is systematically explained, taught and enhanced.

Supporting positive behavior is an approach based on the building of positive, healthy and functional behaviors. Supporting positive alternatives rather than corporal punishment is a time and energy investment to learn new skills and develop systems that promote such healthy behaviors. Learning such positive behaviors first by the teaching staff and in turn being transmitted to children, creates many advantages and is a process that suits the situation of a school. It is also a lasting, effective and validated practice. This practice prevents aggravation of existing behavioral problems and helps to redesign learning and teaching environments to eliminate the factors that activate and / or sustain behavioral problems.

Educational strategies can provide teachers with all sorts of tools to discipline students without corporal punishment. The well-being of students is encouraged through the use of a positive teaching approach strategy, as well as the cooperation of all the child-related parties (school-family). Positive school culture, where teachers have a positive attitude towards students, leads to fewer behavioral problems. Therefore, special emphasis should be placed on cooperation and trust between the school, students and the students' family. Mutual care and respect should

characterize teacher-student communication. If the child does not feel comfortable and safe at school, he cannot learn.

All schools need to develop a general vision and a policy concerning the well-being of students, with guidance on their curriculum. Some of the principles that should exist in each school are the well-being of students, the prevention of drug use, the protection of children's rights, the development of a healthy school culture and school spirit, democracy and responsibility, and the formulation of a policy that prevents and reacts against physical, mental and social violence against children and social isolation. School is the child's shelter or safe place. School workers are responsible for caring for children and making them feel safe in their daily lives, as the well-being of the child is a common task for school staff. It is important for students to enjoy their childhood and have good memories from their school years. In addition, it is important for educational staff to use techniques to achieve cognitive goals, strategies that affect the child's ability to participate in community and school activities, support positive learning, recognize and encourage children's strengths.

Strategies of positive behavior development:

- Behavioral analysis: known as functional analysis, the behavioral analysis is a technique designed to help a person understand the function of a particular behavior. During a chain analysis of a particular problematic behavior, a person tries to uncover all the factors that have led to this behavior. In other words, a person tries to discover all the links in the chain that eventually led to a problematic behavior. Therefore, a behavioral analysis would help to understand all the factors that can contribute to a problematic behavior and can give an insight into how to change one's behavior. For example, an individual can identify the situation he was in, the thoughts he had or the feelings he had just before acting with the specific behavior. In this way, an individual can increase his awareness of all the factors that may put him at risk for the manifestation of problematic behavior. To this extent, the individual has better ability to intervene early to prevent this behavior in the future.
- Provide alternatives to address a problematic behavior. As mentioned above in detail, the strategies to deal with difficulties or problematic behaviors without the use of corporal punishment.
- Consequences associated with behavior are either positive or negative.
- Ignoring the behavior / Indifference: It is a strategy of managing problematic behavior that involves the discipline of children by choosing activities that are not related to the problematic behavior of children. Attention Deficit often works well as a behavioral management tool that diverts the interest and attention of the child to avoid situations that could otherwise lead to difficult behavior.
- Positive reinforcement: it includes the addition of a booster stimulus following a behavior that makes it more likely that this behavior will return in the future. When a favorable result, event or reward happens after an action, this response or behavior will be enhanced.
- Teaching new skills: through *modeling*, *shaping* and *weakening*. *Modeling* teaches defining an example for the child. The child copies attitudes and learns from parents and other adults or children. *Shaping* is a strategy that helps the child gradually learn new behaviors and skills. This means that the child is gradually able to perform all the behavior. *Weakening* is a strategy that is good to use along with the shaping strategy. When a new skill or attitude is taught, the child must be praised every time he attempts to perform it. As the child improves, praise should disappear. Instead of giving praise

every time, it is given sometimes or until another behavior takes place. This maintains good behavior and helps make it a permanent part of the child's behavior.

- Providing breaks: students have the opportunity to "escape" by taking a break before deciding on something or before doing something and they are taught how to ask for a break. This strategy seems easy and often used without proper planning. First, the teacher must determine what the student should say when he wants a break. The student could simply say, "I need a break." Then it is important to determine the duration of the break. They could use a timer for students when they go for a break or students can return to join the classroom when they are quiet.
- Changing expectations and demands. In order for students to be successful, their classroom behavior must be consistent with the demands of teachers and school expectations and it should promote their learning and socialization with their peers
- Changing the attitude of others towards the child. Any form of violence from anyone should be forbidden for every child. Child abuse can cause disturbed psychological development and behavioral problems. The pediatrician or family doctor plays an important role in recognizing behavioral indications that suggest child abuse and provide help with child protection.

16:45-17:00 Lunch break

17:00-18:00 Linking positive teaching and communication with parents to reducing the phenomenon of physical abuse

Positive teaching and communication with parents

All civil servants and those temporarily entrusted with the public service have the obligation to denounce any incident of violence against a child that comes to their notice. Parents and teachers have to find other ways to discipline children without physical and degrading punishment. "Children's rights must be respected. It is the responsibility of both parents and teachers to use positive discipline approaches when children are wrong in order to make them feel free and comfortable to express their feelings about such an error," said Claudine Uwera Kanyamanza, executive secretary of the National Children's Committee (2015).

Everyone needs discipline, especially self-discipline. However, corporal punishment is not a form of encouragement for discipline. Research has consistently shown that corporal punishment prevents the attainment of discipline. It rarely motivates children to act differently because they do not understand what to do, nor offer any reward in order for them to be good. The fact that parents, teachers and others have to repeat corporal punishments for the same misbehavior testifies to the ineffectiveness of these non-functional strategies. In countries where corporal punishment is forbidden, there is no evidence to suggest that child or school disruption has increased. Discipline is basically internal, and enforcement is an external process. One has to internalize the process of education and discipline. Discipline and education go together. The education of the child depends mainly on the environment and the family (UNESCO, 2015).

Positive communication, motivations and limits enhance the skills and well-being of children and enhance their self-esteem. It is necessary for parents to know about the progress of their child at school and to be clear about the expectations of the school. Good cooperation between school and family is very important to give children the support they need to make their best

at school. When parents work with school, it is easier to solve the problems that arise (UNESCO, 2015).

Family and school are responsible for children's education. Seven basic principles for a constructive discipline of the child are (Power & Hart, 2005):

- Respect for the dignity of the child: the physical, psychological, social and moral integrity of all children must be protected. Efforts to correct the child's wrong, antisocial or risky behavior should be educational in nature and validate the individual as valuable and acceptable. Adults should be the managers, not the child's owners, they must be the protectors, guiding figures and supporters of the inherent rights and quality of life of the child,
- The development of pre-social behavior, self-discipline and character: people's abilities should be recognized as better enhanced by education that leads to personal integrity, self-discipline requiring the adoption of social values and behaviors. Emphasis should be placed on respecting and extending the possibilities of choice, compassion and justice. Educational processes should be supported, especially those that strengthen the creation and internalization of values, the non-violent problem solving, empathy, the greater development of the personality and the talents of the child.
- Maximizing the active participation of the child: the child should be a partner with the adults and the classmates to examine and address issues, problems and concerns related to the child's life.
- Respecting the developmental needs and quality of life of the child. Procedures should be formulated both to resolve issues and problems and to meet the needs of the child in its current context and development context and to promote the healthy and complete development of the child in the long term. Problems need to be reformed as challenges and opportunities for learning and development.
- Respect for the motives and views of the child's life. The behavior of children and adults must be understood in terms of efforts to meet human needs. Behavior should be respected as an expression of a person's unique combination of temperament, evolving talents, values, perspectives, and strategies influenced by learning through experience.
- Securing justice. Equality and non-discrimination, exemption from degrading punishment or reward, the application of reasonable and natural consequences that respect the dignity and integrity of persons and the possibilities for protection should be ensured in order to enhance respect and self-discipline.
- Promotion of solidarity. We must clarify and respect the motivations, values and prospects of others for their existing and possible contribution to the peaceful resolution of conflicts, tolerance and mutual respect. Indirect participation in a growing circle of people who appreciate and respect each other and who share and show principles of positive human relationships and attitudes must be promoted. Relations between children and adults need to be shaped and activated to improve the psychological, social and natural environment of children. Respect for personal dignity and the rights of all must be promoted, taught and maintained as permanent conditions. Families, schools and communities should create conditions that support the constructive principle of childcare.

4th day of the Training Program (28/4/2018)

8:00-8:30 Attendance and registration

8:30-10:00 Summary of the previous day

Resolve and discuss cases of physical violence (how to recognize them and how to act)

10:00-11:45

Restitution of children in the classroom

Control theory asserts that people are complex, multifaceted, not just victims or perpetrators. Systemic theory states that every action has its consequences for others because all is connected. Restitution theory states that people can change and that the team has the wisdom to help and create solutions. Restitution is a classroom management model developed by Diane Chelsom Gossen based on the ideas of Dr. William Glasser on Control Theory and Quality Schools. The restitution model may be a useful alternative to the traditional consequences of discipline, as is corporal punishment. This model requires a different orientation from traditional approaches but may offer more chances for behavioral change (O'Connor & Peterson, 2013).

The restitution model provided a guide to assessing how to manage a classroom, learning new skills, and defining and maintaining boundaries within the classroom. The goal of restitution is self-discipline and to help children learn to set limits and become better people. In addition, the aim is that a child can learn new behaviors that can be used in many situations and develop self-awareness. Restitution does not focus solely on the victim, but it helps a child to regain self-esteem with personal effort, taking action and strengthening beliefs and values about how to treat others. Restitution helps children assess what they can do to correct their mistakes (Erwin, 2003; O'Connor & Peterson, 2013).

Restitution is a process for young people to learn self-discipline. It is based on the principle that people have internal motivations and behave based on how they want to be in the world. A person is happy when he can meet his needs and he is unhappy when he cannot satisfy them. People's actions are based on personal reasons. All behaviors are deliberate and are done for some reason. When students know what they want, they can control themselves, they can solve their problems, create friendships, and be able to choose between good and bad behavior. People behave in a way to get what they want or even to gain compliance by learning from others. The key is to find a way to meet their needs without hindering others. Therefore, they learn to know their needs, but not to the detriment of other people (Yngvadóttir, 2017). However, these motivations are always associated with the way they see themselves in relation to the people they learn from, and the things they want. Adults often do not discuss with young people how to evaluate situations, but they rather focus on changing their behavior and adapting them. Restitution focuses first on the individual and then on the self-evaluation of their behavior and how it affects others (O'Connor & Peterson, 2013).

In schools, traditional discipline systems are not very effective in teaching conflict resolution or re-establishing relationships (Cavanagh, 2009). On the contrary, restitution is centered on students to learn responsibilities and develop self-knowledge and self-control skills. Therefore, it focuses on each student and class and on the way teachers can use their counseling skills to achieve these goals. Emphasis is placed on the therapeutic value of rehabilitating the damage

to the person who created it. This includes strategies for the physical, social and emotional restitution of relationships and the wider community as well as the student. The principle of the Gossen restitution model states that the student committing the error develops a plan to correct the damage caused (Fields, 2003). Restructuring restitution means that the school "creates the conditions to correct the student's error and return to the team" (Gossen, 2001). There are three restitution variables to be managed by the teacher. First, the teacher needs to know how he/she wants to act and how the student wants to act; and this is done by asking the student. Second, there must be a social contract between the teacher and the students of the class so that they feel they belong to the group and want to stay in the group. Finally, we have to take into account the values the teacher is trying to transfer to the student (Gossen, 2001). If the student wants to become independent, then an attempt can be made to rehabilitate, but if the student does not wish to comply with the restitution and does not want to be part of solution of the problem, then consequences must be determined for the student.

There are certain features of a restitution program. For example, the rules followed in a classroom or school, should be in accordance with the students' expectations and the suggestions made by the teaching staff or the school administration. When students do not follow a rule, a classroom meeting is scheduled to discuss this issue (Minogue, 2006). Students sit in a circle and try to help the student to correct his/her mistake. This is done at the beginning of the implementation process and decreases as students become more able to correct their own mistakes. In addition, in order to achieve the objective of self-discipline, the teacher can reduce the number of interventions so that the teacher and the student have more positive interactions (Gossen, 2001). In addition, the teacher should discuss his and the students' role as well as the values and rules that support the classroom and promote discipline. Finally, clear boundaries must be set and maintained by the teacher. Part of the restitution process is to help students identify negative emotions and teach them how to manage them. All people have negative feelings, especially when the needs are not met. Thus, the teacher can help the student identify those needs that are not met and then work together to help the student on how to meet them (Gossen, 1998).

Restitution is more effective when the teacher is calm, patient, even when the student is having difficulties or refuses to speak (Penner, 2008, 2011). Students must also remain calm and not aggressive. There must be trust and respect between the teacher and the students and students must feel that they are in a safe environment (Penner, 2011). In addition, the restitution program is more effective when there is collaboration between the staff and the school administration and they agree with each other and there is parental support (Penner, 2008, 2011).

The components of restitution:

- Teachers set down their expectations.
- Together, teachers and students set down the expectations about the class.
- The rules are being reviewed and improved; they are positive and associated with the students and teachers' expectations.
- Students learn their basic needs.
- Students learn about their behaviors.
- Every student writes or plans the ideal of himself: "The person who wants to be".
- Teachers learn to manage conflicts: "Yes, if", "Does it really matter?"
- Applying a self-restitution model for students.

The restitution model of school discipline is based on the fact that, the students that the adults face on a daily basis are human beings. They have thoughts, feelings and often the reasons for a "bad behavior" have nothing to do with what happens in the classroom. In order for students to behave reasonably in the classroom, they have to learn to do so by creating links between experienced experts at home or in other schools and those who we would like to know.

In his attempt to discipline students, the teacher believes that he/she must be friend with the students. His/her goal is to make students like him/her and believes that if he/she succeeds, classroom management will be easier. The problem with a teacher being friends with students is that he/she can never have an effect on bad behavior, since none of the students will take him/her seriously. However, if the teacher punishes students when they have no discipline, then again the results are not positive for the imposition of discipline. Generally, students do not have a bad behavior because of the teacher. Some teachers try to make students feel guilty as a classroom management strategy. This is ineffective for several reasons. First, students simply do not realize it or do not care. If the student does not believe he must feel guilty for what he has done, he may ask for an apology and then continue to act in the same way. Secondly, it can have an impact on the relationship between the student and the teacher. If our goal is to act as compassionate adults around our students, there is no need for an immature approach.

On the other hand, when the teacher ensures that students are aware of the rules of the classroom and of the consequences when the rules are not followed, then discipline and class restitution are more successful. The teacher acts as an external source of the rules and the student is expected to obey the source or cope with the consequences. Some students will be able to incorporate these rules and know how they are expected to act, but others will ignore the rules when the teacher is not present. The long-term goal is to keep the rules even in the teacher's absence. For this reason, the role of the teacher should be to monitor students' behavior so that students learn from their mistakes. Students will make mistakes and adults should let them make these mistakes. However, they must be given opportunities to correct these mistakes. Students who recognize that the objective of the consequences and other forms of behavioral correction strategies exist to help them achieve their goals for their future, and then they are more likely to be convinced and follow them. One of the first steps is to set common expectations with students. School rules must be in place for school and class to work. The teacher is the manager of these rules, he/she observes if they are obeyed and applies the appropriate consequences if they are not obeyed.

Restitution is a discipline model different from the one used by most schools which is more focused on punishment rather than to help the child learn a better way of discipline (Cavanagh, 2009, Hopkins, 2002). Cavanagh (2009) argues that traditional discipline systems fail to teach students how to resolve conflicts without the use of violence and to restore harm to their relations resulting from violations or controversies. In this way, schools have usually difficulties tackling maladministration of students and strategies are often ineffective (Hemphill, McMorris, Toumbourou, Herrenkohl, Catalano, and Mathers, 2007, Yearwood & Abdum-Muhaymin, 2007).

Restitution is a three-step process that includes: 1) stabilizing students' identity; 2) validating the need behind the behavior; and 3) looking for the expectations that needs to be meet (Gossen, 2004). In the first step, students learn to know that it is okay to make a mistake and that they are not the only ones to make mistakes, and this helps them not to believe they have failed (Erwin, 2003, Gossen, 2004). This restitution helps students move to a positive thinking framework where they are receptive to finding solutions to correct their mistakes. Students

need to learn that it is acceptable to make a mistake. In the second step, students are encouraged to find the reason behind their behavior. Behavior is intended to meet one or more basic needs, such as: 1) survival, 2) love and sense of belonging, 3) personal strength and value, 4) freedom of choice and movement, 5) creativity and joy (Erwin, 2003). The idea is to validate the need that is the driving force of inappropriate behavior, which helps the student find a positive way to get this need met. In the third step, teachers help students understand the expectations behind the rules. For example, a teacher could say "we do not swear because as a class we respect each other" or "we do not run in the corridors because there must be security". Students should be fully involved in establishing the rules, the expectations and the beliefs of the class at the beginning of each school year. According to Gossen (2004), people have more energy and enthusiasm to live with belief than to follow the rules because beliefs are internal motivations.

The restitution process requires students to answer for their behavior and encourages them to learn from experience and make a better choice the next time (DeVore & Gentilcore, 1999). When other people resolve behavioral problems, students lack the opportunity to learn valuable skills in order to live in peaceful relationships (Cavanagh, 2009). Instead, restitution is a collaborative process that teaches students to look for solutions to their problems, helps them think about what kind of individuals they want to be and how they have to deal with others (Chelsom Gossen, 1996).

Many schools that have implemented restitution programs report that they succeeded (Minogue, 2006). In addition to reducing discipline problems (Gossen, 2004), other success indicators include increasing participation, improving attitudes, learning and performance (Erwin, 2003) and increasing the graduation rate at junior high school (Minogue, 2006). Teachers also benefit from the restitution process. They have reported that they can concentrate on teaching; they do not work so hard, they are not exhausted at the end of the day; they feel healthier and have increased job satisfaction (Gossen, 2004).

A vision for schools where the aim is to promote positive social behaviors and student involvement requires a warm environment of school care and order in which students can thrive. Preparing today's students for the world of tomorrow requires teachers to seriously consider how they handle discipline with emphasis on keeping students in school and preparing them with the skills and knowledge necessary to become positive and contributing members of society.

11:45-12:30 Lunch break

12:30-14:00

Positive personal skills

- Promoting no tolerance to violence among young people,
- Help young people change their aggressive behavior and increase a healthy assertive attitude,
- To develop amongst young people the principle of assistance and support for other people who have been subjected to violence,
- Young people become ready and able to react to a situation of violence without exerting violence.

Personal skills are the skills that allow the individuals to interact with others, express and manage themselves. Personal skills not only shape the way the individuals behave, but also the

way they live their everyday life. Personal skills are not skills that can be quantified and measured; it concerns skills, qualities or attitudes that a person exhibits.

Corporal punishment ensures immediate compliance, but it does not help the child learn or behave better. Research has shown that positive discipline solutions lead to far better learning and development outcomes than corporal punishment. But what are the best strategies? Some of the most basic skills are (Raising Voices, 2009· UNISEF, 2008):

- ***Self-awareness:*** the person really learns his/her values, beliefs and goals. True fulfillment can never come from the pursuit of other people's dreams. Real happiness happens when the individual plans his life based on who he is, to pursue his own goals. Self-awareness is the first fundamental step in the process of personal development. The person with self-awareness has a clear perception of his personality, including his or her capacities, weaknesses, thoughts, beliefs, motives and emotions. Self-awareness also allows the individual to understand other people, their attitudes and reactions. Self-awareness is the first step to creating what he/she wants and the life he/she wants. A self-aware person knows and manages his thoughts and feelings.
- ***Interpersonal skills*** are skills for interacting with others. For example, an individual uses both verbal and non-verbal communication techniques when he engages in a face-to-face conversation with other people. In addition, the listening skills are very important for the relationships with other people. Well-developed listening skills are the key to understanding and empathy of other people.
 1. ***Listening:*** Listening is a critical ability to enhance the self-esteem of another person, the silent form of flattery that makes people feel supported and appreciated. Listening to and understanding what others say is the most important part of a successful interaction. Active or reflective listening is a useful and significant ability. During active listening, understanding lies on what the other person thinks, feels, wants or the message that the other person wants to convey. A good technique to reassure the other person that we are carefully listening is to repeat or paraphrase what they said for verification purposes. This verification process is what distinguishes active listening and makes it effective.
 2. ***Communication skills:*** communication occurs when one understands the interlocutor not only when he speaks. One of the biggest dangers to communication is that the person can be guided into assumptions that the other person has understood the message he is trying to send him. Poor communication can lead to misunderstandings, misconceptions, bad relationships, increased stress and other negative consequences. Three important components of communication are listening, feedback and accepting diversity. Feedback is the food of progress. The ability to provide a person with constructive feedback to other individuals helps them to harness their personal potential and can help build positive and mutual relationships. In addition, one of the biggest challenges faced by relationships is diversity. A person feels more comfortable and well when he thinks others understand him and have similar views. Life, however, would be very boring if everyone was the same, even if it seemed much easier at first. So accepting that everyone is different is a good starting point.
 3. ***Development of empathy:*** "People will forget what you said or did, but people will never forget how you made them feel." Empathy and understanding create a connection between people. It concerns a situation relative to the feelings and needs of another person without any accusations, criticisms, advice or attempt to correct

a situation. Empathy also means "reading" the inner state of another person and interpreting it in a way that will help the other person, provide support and develop mutual trust. Every relationship can teach a person and by building positive relationships with others, the person feels happier, support and connection.

4. **Trust:** Trust is an important part of any relationship. It represents the belief in someone's good sense, ability or sincerity. As the child grows and becomes more independent, it can be difficult to find a balance between the teen's need for independence and privacy and the need for parents to learn what's going on to keep them safe. In addition, a team with no confidence is not really a group: it is just a group of people, working together, often making disappointing progress. They may not share information, fight on rights and responsibilities, and may not cooperate with each other. It does not matter how experienced or talented people are, they may never reach their maximum potential if there is no confidence. On the contrary, when there is confidence, each person in the group becomes stronger because they are part of an effective, coherent team.
- **Problem solving skills:** everyone can benefit from the existence of good problem solving skills as we all face daily problems. Some of these problems are obviously more serious or complex than others. Problem solving is an important skill because it is like a good process used to solve a problem quickly and efficiently. There are four basic steps to solve a problem: 1) define the problem, 2) creation of alternatives, 3) evaluation and selection of alternative solutions and 4) implementation of solutions.
 1. Define the problem: carefully identify the problem(s) you are experiencing.
 2. Set alternative solutions: one of the most important stages of problem solving. It requires a careful balance of creativity and logical thinking. Compare all possible alternatives. Analyze the positives and the negatives of each alternative.
 3. Choose the best solution: strong decision-making is needed at this stage. After carefully examining all your choices, you have to choose the best strategy for your problem and follow your choice. You can choose the solution that will bring the best results and / or less negative consequences.
 4. Implementation of the best solution: implementation is critical to the process of solving the problem.

Alternative solutions to corporal punishment (Raising Voices, 2009· UNISEF, 2008):

- The person should change his/her approach and how he/she faces an unwanted behavior and think about how to create the appropriate behavior. The child should be encouraged to achieve a positive attitude and immediately reward his or her own efforts.
- Clear and simple instructions: Every instruction should be given as a statement, not as a series of questions, and it should explain exactly what the child should do, not what he should NOT do. (e.g. "Put the balls in the box" instead of "do not let the balls out of the box").
- Prepare for difficult situations. If the child becomes very difficult in some cases or during certain activities, then his / her behavior should be analyzed. There is a reason for the child to behave in a certain way. The sooner we understand this

reason, the sooner we will help the child and this will have positive effects on his mental, school and social health.

- Restitution in the classroom by setting rules and boundaries that everyone has previously agreed. The definition of basic rules must apply equally to all class students. Justice is crucial for the relationship of trust between the teacher and the students. Any disciplinary action is conducted steadily but fairly. In addition, disciplinary measures will be more effective if the teacher clarifies his expectations at the beginning and opposes corporal punishment. If students know the rules in advance, then there are no surprises when the teacher implements the consequences to those who violate them. Students are more likely to perceive punishment, maintain their respect for the teacher, and obey the guidelines if the regulations are clear. The process of setting guidelines will give them a better understanding of the reasons behind the regulations and they will consider participating in their implementation.

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