

in the beginning.....







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CENTURIES OF CHILDHOOD

A Social History of Family Life

PHILIPPE ARIÈS

Translated from the French by
Robert Baldick



A Vintage Giant

954-70090-7



Let us then suppose the mind to be, as we say, white paper void of all characters, without any ideas. How comes it to be furnished? Whence comes it by that vast store which the busy and boundless fancy of man has painted on it with an almost endless variety? Whence has it all the materials of reason and knowledge? To this I answer, in one word, from EXPERIENCE.



The child is good as it leaves the hands of the
“Author of things” but “degenerates in the hands
of man” .

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ROMANTIC-children embrace a state of innocence, purity and natural goodness-they are close to GOD ,nature and all things good

TABULA RASA-children enter the world as blank slates who can with guidance and training become rational human beings.

PURITANICAL-children are potentially wicked or evil.

What are the mental models that shape our responses?



Name ROBERT THOMPSON
Date 18.2.93

Name JON VENABLES
Date 20.2.93



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THE DEVIL HIMSELF COULD NOT HAVE MADE A BETTER JOB OF TWO FIENDS

the case was "cynically and shamelessly hijacked by politicians and the media". He said: "By exploiting – if not manufacturing – public anxieties and emphasising 'evil' and corrosive moral malaise, politicians promised to introduce ever-more repressive youth justice policies and offer confident assurances that they would re-install discipline, decency, standards and order.

Barry Goldson

Back in 1993, British law still recognised **DOLI INCAPAX**, the presumption that children between the ages of 10 and 14 lack the necessary criminal intent or "mischievous discretion" to be fully responsible for their actions. In practice, doli incapax was relatively easy to rebut: at the Bulger trial, it took only half a day for the evidence of teachers and psychiatrists to establish beyond reasonable doubt that Thompson and Venables were intellectually and emotionally mature enough to know they were doing something seriously wrong when they attacked James Bulger. But **DOLI INCAPAX**, like free school milk, was a symbolically important safeguard – until the 1998 Crime and Disorder Act abolished it.

With its abolition, children between 10 and 14 are no longer given the benefit of the doubt

The worst form of hypocrisy is the denial of complexity

Buckerhardt

A Smashing New Boxing Story Starts Inside!

THE VICTOR

EVERY MONDAY

Price 5^d

No. 271
APR. 30th
1966

A COLD NIGHT FOR HEROES

In 1941, during the Second World War, a small but highly-trained British Army shattered the Italian dream of an empire in North Africa. It was a burning hot day in the Libyan Desert when a famous 5th Regiment made a final charge on Italian positions.



BUNTY'S CUT-OUT WARDROBE



BUNTY has been invited to a fancy dress party this week. She can't decide whether she should go as a sailor, a milkmaid, a highwayman or a gipsy. Cut out the clothes around the thick black lines, fit them to the figure, then decide which you think suits her best.



Enid Blyton

FAMOUS FIVE

JIG SAW PUZZLE

- 29. Five in Camp.
- 30. Five in Smugglers' Cove.
- 31. Five at the Circus.
- 32. Five Go to Sea.



Roald Dahl
Matilda

met tekeningen van Quentin Blake



De Fontein

THE HUNGER GAMES: MOCKINGJAY PART I



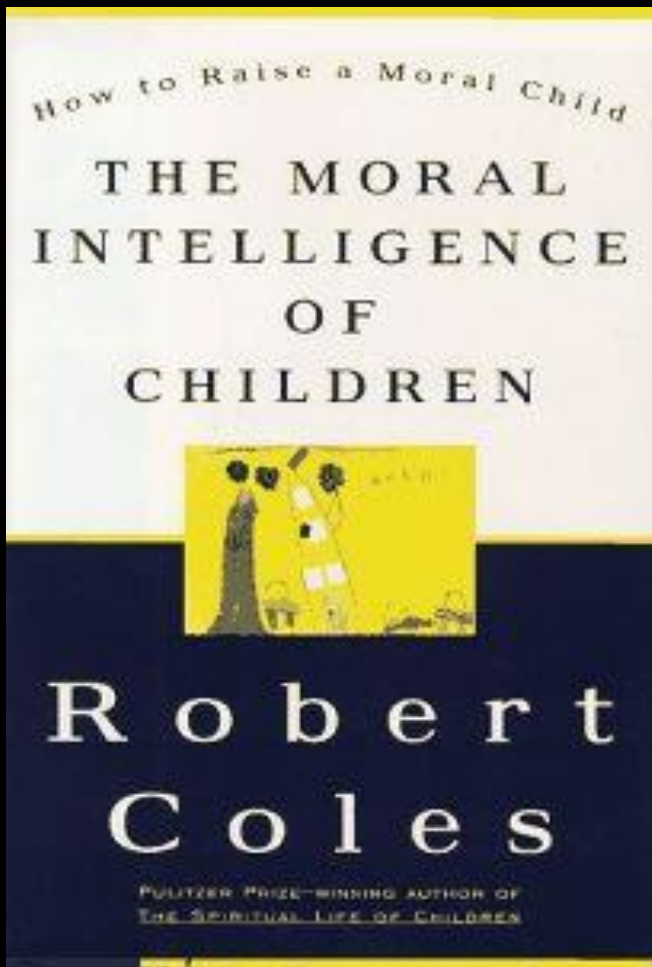
ORIGINAL MOTION PICTURE SOUNDTRACK



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“Children are ever attentive witnesses to adult behaviour”

What do they see when they look at us?

Tributes from current and former students of Dawson Tamatea remember a man who managed to make his pupils feel like **WHANAU**. The long-time Palmerston North Boys' High teacher died in his sleep, from what is understood to be natural causes, on Sunday night. Boys' High rector David Bovey, who described Tamatea as a "**TOP BLOKE**", said he would be sorely missed and had left a hole in the school. "He was a man with "a lot of **MANA**", Bovey said. Tamatea started working as a math and physical education teacher at the school in 1986. "We talk about good teachers being able to create and develop relationships with the boys and he just had a **WONDERFUL RELATIONSHIP** with the staff and the boys," Bovey said. "His presence in the staff room, in particular, will be missed. He was just such a **WARM, POSITIVE, ENTHUSIASTIC** guy

MANA:

power..prestige..effectiveness

Dacher Keltner

THE POWER PARADOX



HOW WE GAIN AND
LOSE INFLUENCE

'Keltner's brilliant research lets us see
afresh hidden patterns in society,
politics and our own lives'
Daniel Goleman, author of *Emotional Intelligence*

Power is about making a difference in the world

- Power is about altering the state of others
- Power is part of every relationship and interaction
- Power is found in everyday actions
- Power comes from empowering others in social networks

Dacher Keltner

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UN HUMAN RIGHTS OFFICE OF THE HIGH COMMISSIONER:

In the use of the Guidelines for Action at both the international and national levels, consideration should be given to the following:

- (a) Respect for human dignity, compatible with the four general principles underlying the Convention, namely: non-discrimination, including gender-sensitivity; upholding the best interests of the child; the right to life, survival and development; and respect for the views of the child;

WHANAU:

family..connexion..belonging

ATTACHMENT THEORY AND THE SECURE BASE:

Bowlby claimed that children need to be emotionally attached to someone who can provide them with security, safety and reassurance when they are fearful or anxious (Purnell 2004) and it is this 'Secure Base' that should be provided by the primary caregiver, in order for the child to feel able to interact and explore the world in the full knowledge that they will always be able to return to their secure base for comfort when needed (Cassidy 1999).

SUFFERING IN SILENCE-2014-VictimsSupprt/Bedfordshire University

- Children didn't always know what a crime is-(grooming)
- They didn't know how to report a crime
- Adults are at a loss to respond appropriately
- Children who personally know the perpetrator stay silent
- Children's feelings that they are to blame can be enhanced by the response of professionals-in particular their language and behaviours
- Children fear the Police



**Working with children
who are victims or at risk
of sexual exploitation:**

Barnardo's model of practice

INSECURE ATTACHMENTS

(AVOIDANT, AMBIVALENT, DISORGANISED)

I am bad, unwanted, unloveable.

Caregivers are hurtful, insensitive, untrustworthy and unresponsive to my needs.

Other people will also let me down.

The world is unsafe. It is best not to do anything. Bad times always follow good times.

BELIEFS REINFORCED BY PERPETRATORS

The abuse is your fault

You enjoy the abuse

This is what love looks like

No one cares about you except me

You are mature – they are babying you

They will try and keep us apart because they don't want you to be happy

This is what you are used to so it must be right and they must be wrong

What did you expect would happen?!!

The model comprises four main processes:

- Assertive outreach(engagement)
- Advocacy
- Attention
- Access

Approaches and skills relevant to the engagement process

Approaches and skills include:

Meeting basic needs, including a risk assessment of immediate and ongoing safety, child protection and health risks.

Consider possible options for action (identifying risks and exploring options)

Assessing and reinforcing support networks, including engaging with families
(more support leads to more likelihood of success and resilience)

Persistence

Flexible approach

Consistency and reliability of service provision

Key worker allocation

Observation and assessment skills

Relationship building, trust development and awareness of attachment patterns

Motivating

Giving and receiving information

Containing the situation

Injection of hope

Looking for small steps to take, and setting small, achievable and realistic goals, providing a structure and identifying the child's strengths.

3. Thus, the presence of a support person can help the child to express his or her views and contribute to the child's right to participation. It is a measure that judges may favour in order to make a child's appearance before the court go smoothly. It is also a measure that a prosecutor or, where applicable, the child's lawyer may request.
4. Another important element related to the functions and role played by the support person is continuity. **In order to be of real support, there needs to be a RELATIONSHIP OF TRUST between the support person and the child.** That can be achieved by appointing a support person at the beginning of the justice process (i.e. the reporting of the criminal offence) and ensuring that the same person accompanies the child throughout the whole process.
5. **Finally, the guiding principle for the functions and activity of the support person is that his or her main concern in the justice process is the protection of the child against any form of hardship.**



Children as Victims

Child-sized Crimes in a
Child-sized World

As part of the Citizenship and Crime project (outlined below), the Howard League for Penal Reform surveyed over 3,000 children in schools over a period of seven years. Of these, 95% of children aged 10–15 years reported being a victim of crime.

➤ **Key Findings**

- 95% of children surveyed had been a victim of crime on at least one occasion.
- Many children had been victims of theft:
 - 49% had property stolen from them at school, and 18% between school and home
 - 57% had property deliberately damaged
- A majority of children had experienced bullying or assaults
 - with 46% stating they had been called racist names,
 - and 56% threatened on at least one occasion.
- Nearly three-quarters of children in this survey had been assaulted
- Children predominantly reported their victimisation to family members and friends.
- Only a third reported incidents to the police or teachers
- Children had a fear of crime and wanted safe places to play.
- They told us they felt vulnerable and scared.
- They felt adults DEMONISED them as the perpetrators of crime
- when they should be viewed as the victims of crime

Self-reported Child Victimization Crimes children have been affected by

- Someone has hit or kicked me -72 %
- Property has been deliberately damaged or broken -57%
- Someone has threatened to hurt me -56%
- I have had something stolen -49%
- I have been called racist names -46%
- My home has been broken into -19%
- I have had something stolen from outside school -18%
- Someone has taken money from me by force -11 %
- Someone has stolen my mobile phone -9%

CHILDRENS VOICES-2016, BECKETT (University of Bedfordshire)

- Children said it was hard to talk to police and they preferred someone they know and trust
- Frightened that police involvement would make things worse
- Believed the police would be discriminating
- When children did engage with the police- their personal behaviours were crucial

Wikstrom(2002:231) argues

“when we talk about high frequent adolescent offenders, we are likely to talk about adolescents that are also repeatedly victimised and, therefore, the victim and offender roles for this group may be somewhat blurred”

“Child-sensitive” means an approach that gives primary consideration to a child’s right to protection and that takes into account a child’s individual needs and views;

DEFICIT MODEL-categorisation and separation of youth

STRENGTH BASED MODEL- reconceptualises young people

(and that's the power in restorative approaches)

Children have only one chance at childhood.

Banardos 1999.

In any of our projects in the year ahead how do **WE**
demonstrate to children and those who help them
That **WE** are people of high character and great humanity?