



## REVIEW

## Childhood Injuries; Educational and Forensic Dimension

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### Abstract:

Childhood is a period in which the awareness of self-protection against hazards has not yet developed due to the child's curiosity to explore and its mobile structure, therefore, it is open to trauma. On the other hand, child abuse and neglect affect children of all ages, races and income levels is an important public health problem that can be encountered in this age group. Teachers are in a relationship with children and their families in the community and play an important role in understanding, reporting and preventing child abuse. The first step to take when helping or starting to help a child exposed to abuse or neglect is to know the signs and symptoms of abuse. The most important approach; child abuse should be suspected. Here, it is very important to correctly identify the findings of accident-related injuries and the injuries associated with abuse and to manage the process correctly in children that are suspected of abuse. The aim of the study is to classify the findings related to childhood child abuse and the findings related to childhood accidents and draw attention to the points that need to be observed correctly.

**Keywords:** Child Abuse, Accident, Teacher, School, Children Rights, Child Protection

### Öz:

Çocukluk dönemi, çocuğun keşfetme merakı ve hareketli yapısı nedeni ile kendini tehlikelere karşı koruma bilincinin henüz oluşmadığı, bu nedenle travmalara açık olduğu bir dönemdir. Diğer yandan da her yaşta, ırktan ve gelir düzeyinden çocuğu etkileyen çocuk istismarı ve ihmali bu yaş grubunda karşılaşılabilen önemli bir halk sağlığı sorunudur. Öğretmenler, toplumda çocuklar ve aileleriyle ilişki halinde olup, çocuk istismarının anlaşılmasında, bildirilmesinde ve önlenmesinde çok önemli bir role sahiptir. İstismara veya ihmale maruz kalan bir çocuğa yardım ederken ya da yardım etmeye başlarken atılacak ilk adım istismarın işaretlerini ve belirtilerini bilmektir. En önemli yaklaşım; çocuk istismarından kuşkulandırılmasıdır. Burada kazalara bağlı yaralanmaların bulguları ile istismara bağlı yaralanmaların bulgularını doğru tanımlayabilmek ve istismardan kuşkulanan çocuklarda süreci doğru yönetebilmek çok önemlidir. Çalışmada amaç fiziksel çocuk istismarında görülen bulgularla, çocukluk çağı kazalarına bağlı bulguları sınıflayarak, doğru gözlem yapılması gereken noktalara dikkat çekmektir.

**Anahtar Kelimeler:** Çocuk İstismarı, Kaza, Öğretmen, Okul, Bildirim, Çocuk Hakları, Çocuğun Korunması

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## 1. Introduction

Childhood is a period when the child's awareness of protecting itself against dangers is not yet formed due to child's discovery curiosity and mobile nature, and therefore is open to trauma. On the other hand, child abuse and neglect, which affects children of all ages, races and income levels, is an important public health problem that can be encountered in this age group. It is very important to distinguish these two situations for the protection of the child. The cases of violence against children are the ones that cause the greatest harm and remain hidden most. Violence against the child is generally considered as child abuse because it prevents the child's development (1). Violence affecting children and violence against children have become more and more worrisome. According to the results of a study conducted in Turkey, physical abuse is seen most commonly between the ages 4 to 6. In the study boys have been exposed to abuse more than girls have been. Physical abuse is the most visible and widely recognized form of child abuse (2). In the studies, the most striking answer to the question of who will protect the child from "family" and the experts trying to protect the child primarily from the family and then from the abusers in the social environment is the most difficult part of the struggle. Child protection is guaranteed in many international instruments. The United Nations Convention on the Rights of the Child is the world's most widely accepted international convention. Turkey is among the first countries who accepted this agreement. Basic values guiding the children's rights convention; non-discrimination is the best interests of the child, life and development, protection and participation. According to this contract; Every human being up to the age of 18 is a child, except in the case of the age of legal majority. The children's rights agreement was published in the Official Gazette numbered 22184 on January 27, 1995 and turned into a domestic law rule with the law numbered 4058.

The teacher has a great responsibility in the realization of children's rights and protection of the child. Teachers are in contact with children and their families in the society and have a very important role in understanding, reporting and preventing child abuse. The first step in helping or starting to assist a child who is exposed to abuse or neglect is to be able to accurately observe the signs and symptoms of abuse. The most important approach in childhood injuries; child abuse should be suspected. This is because these children often do not call for help regarding the abuse they experienced. However, it is very important to recognize the abuse. If it is overlooked that the child is exposed to violence, the child is exposed to more severe trauma and even a process that

can lead to death is experienced. Teachers are in a key position for the early diagnosis of child violence. Teachers should be a good observer at this point and use their reporting obligation when necessary in order to detect the violence experienced by the child early, by observing the signs of abuse in the child correctly. Schools are one of the areas where children spend the most time outside of the home. Teachers may have the opportunity to observe children's behavior while watching the routine education and training processes of children. The teacher can notice positive and negative behaviors in children and interpret them. Continuous communication between teachers and children can help to understand and notice the call for help more quickly. Teacher's attention and observation can have significant effects on the child's life (3).

## 2. Childhood Injuries

Injuries in children can be seen due to accident and abuse. Injuries due to accidents and injuries due to abuse differ in terms of both the family history and the characteristics of the wounds in the child. While abusive injuries occur in many different ages and forms, injuries due to accidents usually occur on the face and front of the body due to a fall. Abuse can be considered when injuries occurring in the child do not heal, are continuous or even recurrences is seen. In addition, dirty, neglected appearance, bald areas on the scalp, shy, cowardly attitude and growth retardation are symptoms of physical neglect (2,4). Pinching, pushing, shaking, squeezing the child's throat, hitting the child's head against a wall or elsewhere, tying the child up, physical exhaustion, not allowing the child to be washed and cleaned, sticking a needle into the child's foot, burning the child's hands and feet, applying painful substances to the child's mouth are other types of physical abuse encountered in society (5).

### 2.1. Accidental Injuries

Children; They are curious because of their learning inclination, their perception skills are limited, their mobility is limited, they easily reach dangerous environments during this period. Self-injury, squeezing into narrow areas, limb compression, falling, hitting and burns can be encountered. Injuries caused by cutting and piercing tools can also be encountered. Children are often curious about what's in front of them. Most accidental injuries occur on the front of the body (6).

The places where the accident occurred are mostly the areas that cover the house or the social environment of the child. When we look at the rates of accident injuries in childhood, it can be observed that there are age and gender differences. The home can be considered as an im-

portant area for childhood injuries. Structuring the child's living space without considering the movement and development process can also lead to accident-related injuries (7). Traffic accidents, falls, suffocation, burns, object ingestion and poisoning can be common injuries in children (8). While drowning, falling and burns may be the most common cause of accidents among children under the age of 5, it can be said that traffic accidents are the most common form of accident of children at a school age. Over the years, infants and young children have formed a high-risk group, and in this age group alone, hospital cases are increasing significantly. While those under the age of 5 are usually injured at home and in their immediate surroundings, it can be said that the most common accident areas for school children (5-14 years) are schools, home and leisure areas (9).

In accidental injuries, the family usually takes the child to the hospital within a short time after the event. Generally, the child does not have a history of frequent admission to the hospital due to accidents. In terms of the way the event occurred, the child and the family give the same story. There is usually no contradiction in the statements that they give. The injuries are compatible with the mobility reflecting the age group of the child. Wounds mostly occur on the face and front of the body. Major areas of injury; forehead, nose, chin, wrist, elbows and areas where the skin and bone are in close contact. Accidental cuts and wounds normally occur in bony areas of the body such as the arms and knees. Accidents are unlikely for injuries in soft and protected areas such as the abdomen and hips. Again, in cases where injury is frequent, the possibility of an accident is low (10).

## 2.2. Injuries Due to Physical Abuse

Physical child abuse is defined as non-accident injury to the child. In injuries due to physical abuse, an unexplained delay in the child's admission to the hospital. A history of contradictory or incompatible with physical findings, recurrent suspicious injuries, the parent holding the child or someone else responsible for the damage. The parent blaming the child for the damage, the mother and / or father's childhood abuse history. The mother and / or the father's seeming uninterested or extremely anxious about the damage in the child, the child being taken to the hospital. The child being uncomfortable with physical contact, the presence of pain complaints. The presence of clothes that are not suitable for climatic conditions and are worn to hide the body (11). Although accidents are common in children, abuse should be suspected in cases of injuries that are not suitable for age and are very unlikely to be spontaneous (112). Injuries with different sta-

ges of recovery may suggest child abuse. Abuse is usually not a one-off, but an increasingly violent process. For this reason, injuries of different ages and appearance are typical signs of abuse. Signs of healing at different levels include hand prints, bite marks, clustered and regular forms, traces of objects used to cause pain such as belts, electric cables, bruises on the face, lips, mouth, trunk, back or thighs. If the injuries are noticed after holiday, weekend, etc, the occurrence of a situation such as repetition may suggest abuse (13). Abuse may be suspected if there is a difference between the child and the family / caregiver's explanation of the cause of the injury. Another suggestion to abuse is inconsistent explanations or protecting the person responsible for the situation. Overreacting or not paying attention to the event, not remembering the incident. Indifference to the child, pain or situation, and not allowing the child to be treated. Refusing to be investigated, focusing on one's own needs and desires. Showing evidence of losing control of the child or fear of losing control, due to unreasonable or minor complaints. Not bringing the child to health institutions in the near future, making unrealistic expectations about the child. Alcohol or substance use. Significant mental health disorders, abuse of adult attitudes observed in the form of excessively harsh discipline not suitable for the child's age, fault or situation. Adult attitudes observed in the form of discipline may be clues to support the abuse or the child's statement of abuse (14).

### 2.2.1. Skin Injuries

Skin injuries are usually seen on the face, lips, and inside the mouth. It can also be seen on the body, back, hips, legs and calves. Bite marks in different parts of the body, cluster or regular wound shapes, tracks in the form of a rail, belt, cable, stick, ruler, or marks created by a certain object, cuts in areas that the child cannot reach are suspected injuries in terms of child abuse. Unilateral ecchymosis (bruising) called "Tin Ear Syndrome" can be seen in the ear or eye area of the child. The time of injury can be estimated according to the color change of the wounds. While the acute lesion is red-purple in color, it then changes color to green-yellow-brown (15). Injuries are divided into two. Injuries with or without tools. If it is considered to be abuse; Does the injury to the skin remind us of any tool mark? Is it outside the areas where the child would be injured in the accident? Are there different skin injuries in different places and shapes on the child's body? Answers to their questions should be sought.

### 2.2.2. Human Bites

Families may use abuse methods such as biting a child to punish, intimidate and discipline the child. They may

also intentionally have an animal bite the child. Human bite marks on the chest, neck, hips and legs of the child should suggest the possibility of sexual abuse. Bite marks that occur as a result of abusive acts are usually multiple, clear-looking and can be seen with sucking marks (16). In emergency services, which are among the priority places where child abuse cases can be detected, other healthcare personnel, especially physicians, should be careful about the possibility of abuse (17). Often the first and most important step to diagnose abuse is to suspect the abuse (18). Bite marks of the animal can be found on the child's body. Animal teeth are narrow and pointed, with animal bites causing tiny holes in the skin. Human teeth, on the other hand, cause tears or crushes due to their large surface (19). Human bites can be more superficial than animal bites. Adult bite marks are unlikely to be accidental and abuse should be suspected (20).

### 2.2.3. Mouth and Lip Lesions

In addition to the appearance of blunt lesions resembling a cut wound or with irregular edges on the lips as a result of a direct punch in the mouth, burns can also occur when the person in charge of the child puts the hot spoon or bottle on the mouth of the child. Fractures in the teeth and facial bones may accompany these findings. Sudden injury in the lip area of the child, injuries that resembling being hit on the mouth with a spoon. Can sometimes be seen in the area of the mouth. Injuries similar to scarring, the child having difficulty consuming food and beverages at school and attributing this to an injury in the mouth, the place of fluent speech can be detected by checking the inside of the mouth even if there is no injury in the mouth area of the child (21). Abused children can have traumatic findings in the mouth and perioral regions, face and head. The forensic dentist can determine the signs of physical and sexual abuse during thier examination. Oral cavity is a place where sexual abuse is common in children. During dental examination and treatment, findings such as bite or sucking marks can be seen in the oral cavity, around the mouth and in different parts of the body (22).

### 2.2.4. Burns

Burn cases can also be seen due to abuse. The distinction between accident and abuse is important in burn-related lesions. It has been reported that negligence should be suspected especially in cases of burns whose cause cannot be determined under the age of 5. (23). Burn injuries constitute approximately 10% of "child neglect" cases and approximately 10% of child burn cases admitted to the hospital develop as a result of child neglect or abuse. Accidental injuries due to burns can be seen in children who develop mobility, but abuse can be observed by fol-

lowing the limitations and patterns of the burn correctly. The marks left on the body should be taken into consideration in distinguishing abuse burns from accident burns. In accidental burns, the child's body can touch the object or splash, shapeless burns due to accidental spilling of water and touching and pulling occur, while the picture is different in abuse burns. Immersion method known as punishment method; It may cause well-circumscribed and sharp burns on hands and feet, and total burns may be observed in well-circumscribed areas. Bite-shaped burns in the hip due to punishment in toilet training, hot spoon in the mouth. Burns due to pressing and burning with different objects. Burns in the appearance of gloves or socks caused by immersing hands and feet in water and holding them for a while may be encountered. At the same time, shaped burns related to burning the body of the child with an iron, cigarette burns or with a hot object can be seen (24).

## 3. Teacher's Role in Abuse Detection and Reporting

Raising healthy generations is primarily possible with healthy children, but abuse of children by the person or persons primarily responsible for their care can negatively affect the child physically and mentally. Many research findings indicate that exposure to child abuse and neglect affects the child for life. It can show that it causes depression, post-traumatic stress disorder, substance abuse, suicide attempt, self-mutilation and different behavioral disorders. Considering that children who continue their education life spend more time at school than at home, it is seen that teachers and educational institutions are very important in prevention and intervention efforts of child abuse and neglect (25).

In the evaluation of child abuse in the early childhood period of 2-6 years; Whether the child's communication style includes violent words and behaviors, interests, role played by playing with anatomical toys during play, pictures the child creates, and whether there are findings that may raise suspicion about family should be investigated. It can be observed that these children have self-expression problems and are unwilling to seek help from the teachers and the adults around them. At the same time, fearful, timid and anxious attitudes may be among the situations that the teacher will observe in order to detect abuse in early childhood, and the notification that the child is clearly abused.

Social adaptation problems are observed in children who are subjected to physical violence. In general, they can leave an introverted, quiet, docile, harmonious, shy, sometimes shy and scared impression with others (26).

When the detection of abuse in the 7-11 age first childhood period is evaluated; Behaviors observed in children in the middle childhood period are similar to early childhood behaviors, while behaviors such as insecure attitude, inability to solve problems, anxious behavior, attention and focus problems, and school absenteeism can be observed in the middle of the period.

Among the effects of domestic violence on children; It manifests itself as withdrawal, having fears, having communication problems, failure in school life, not wanting to even go to school because they are afraid of their friends asking questions about their family (27).

When abuse is observed in children in early childhood and middle childhood, care should be taken to avoid prompting questions during the interview with the child, to establish eye contact, and to use a relaxing and reassuring body language (28).

When the detection of abuse in adolescence is evaluated; It can be observed that children who grow up in an environment of violence exhibit aggressive behaviors, social adaptation disorders, frequent school absenteeism, introversion, physical harm to themselves, low academic success and generally refuse to call for help. These children may be individuals with low sense of responsibility and poor social emotional communication skills.

In addition, young people who grow up in violent homes are thought to be at high risk in terms of substance abuse, suicide and running away from home (29). The result of the research conducted by Vahip and Dođanavřargil (2006) also supports that there is a significant relationship between the history of physical violence in childhood and abuse against one's own child (30).

It is known that physical abuse has psychological and behavioral findings. Behavioral Findings; fear of adults, family, especially physical contact, harming oneself or others, aggressive or introverted behavior, learning and attention problems, decreased school success, delayed language development, running away from home or criminal behavior, clumsy gestures or angry, resentful behavior posture, tendency to accidents and appear afraid of going home. Although some or all of these findings can be observed in children who are not abused, the presence of these findings draws attention to the possibility of the child being abused (31).

Open-ended questions about abuse can be asked to children in this period. During adolescence, a friendly environment in which the child can speak and feels understood can be important.

It is necessary to listen to the child carefully and to give information about the post-notification process.

The fact that teachers know and follow children's be-

haviors, emotional development, and routines can be decisive in the detection of abuse. In such detection situations, it may be important for teachers to act quickly and to think child-oriented in order to identify, report and act in the best interest of the child in the next process. In case of suspicion or detection of child abuse and negligence, the notification process should be carried out in secrecy and it should be aimed that the child overcome this process with the least harm. Your process; It should be conducted in the school environment with the participation of at least one person (32).

Suspicion and signs of abuse are sufficient for the teacher to use the reporting obligation. The notification is the last step after detecting child neglect and abuse, at the same time it aims to identify children who are exposed to abuse, prevent neglect and abuse against the child, and provide support to the family and the child (33).

After the determination, the teacher must inform the school's guidance unit and the school administration about the subject. The necessary evidences about the victimization of the child should be recorded by including the professional techniques and methods of the counselor. School administration should definitely notify judicial authorities in cases where negligence and abuse is suspected, and support school personnel who report (34). Also Law of the Republic of Turkey personnel working in the public sector there are notification obligation according to Article 279. Article 279 of the Law of the Republic of Turkey; It is stated that "a public officer who finds out that a crime requiring investigation and prosecution has been committed on behalf of the public in connection with his duty and neglects to notify the competent authorities or shows a delay in this matter is punished with imprisonment from six months to two years". In cases of child abuse, people who encounter suspicion of abuse are obliged to report it, otherwise legal sanctions are in question. Suspicion of abuse is deemed sufficient to fulfill the reporting obligation.

In countries where teachers are obliged to report cases of abuse and neglect, for teachers; Various training programs on how to identify abuse and neglect, recognize its symptoms and how to intervene in noticed cases are included in in-service training and handbooks for teachers are published (34).

Anyone, as well as teachers and professionals working with children, can and should report suspected child abuse. The notification is not an accusation; It can be considered as an application made to express the opinion and to investigate and evaluate the situation of the child. A report is required with suspicion of child abuse or neglect.

As well as the importance of detection and notifica-



tion in child abuse, the importance of the teacher to manage the process correctly is also very important for the benefit of the child. The duties that the school must fulfill in cases of abuse are diagnosis, evaluation and guidance. Although these tasks are handled within the framework of school administrators, teachers and guidance counselors, the roles that the counselor should perform may be more pronounced than others due to the specialty training (35).

#### 4. Forensic Aspect in a Child Physical Abuse Case

Today, an environment where children should enjoy all civilized, political, social, cultural and economic rights like adults. Efforts are made to ensure this has been reached, albeit partially. In terms of the negligent and abused child entering into the judicial process it separate into two processes, namely the judicial process regarding the punishment of the defendant and the judicial process regarding protection of the child. Since the actors in criminal proceedings are often unaware of the child's need for protection, a trial is conducted only on the punishment of the defendant. However, in accordance with the Convention on the Rights of the Child, since the protection of the child is the main goal besides punishing the defendant, both systems should work together or side by side. This is only possible by explaining the need to protect the child with a multidisciplinary approach to the legal system, demonstrating it or using the judicial system. In order to work together with the judicial system, it is necessary to know the functioning of the judicial system and how to intervene in the protection of the child at every stage (16).

In order for the judicial system to be activated, the necessary actions must be taken with the notification. Information to be given at the preliminary information stage in order to report the abuse and initiate the necessary actions; child's name, surname and address information, describe what you see or hear about the abuse or neglect. The duration of the abuse, the name and address of the child's family or caregiver. The name and address of the suspected perpetrator, the degree of relationship with the child, if known, where the abuse occurred, who was aware of it. It should be in the form of what was done until the incident was intervened, the content and extent of the child's injuries. Evidence of previous injuries, injuries and other information that will reveal the identity of the perpetrator. The names of other persons who have information about the abuse, the information of the person who made the report, and the telephone number. Reporting of information in an enlightening way to the judicial system can be important for the protection of the child. The names of those who have notified families who have

been reported about child abuse and neglect are not disclosed. The institutions that we can report child abuse or neglect are; Social Services and Child Protection Agency or Child Police / Police Station and Public Prosecutors. (36).

The facts of children in need of protection are evaluated within the framework of the "Child Protection Law". Child protection law (5395) entered into force on 03.07.2005. Children are categorized as "those in need of protection or those driven to crime"; protection measures and trial conditions are defined. However, today judicial and law enforcement officials; It could not provide enough specialization in children. The law has specified "being educated" as an adequate criterion. Although social investigation studies are regarded as important, today social investigation studies at the law enforcement and judicial stage have not been institutionalized, therefore they have not fulfilled their real function. Practices at the judgment stage focus on the "punitive" system rather than defining an educational process.

The new Turkish Penal Code was accepted on 26.09.2004 with the law number 5237 and entered into force on 1 June 2005. With the Turkish Penal Code, we can say that there are some more positive changes in terms of children's rights compared to the old law. Turkey, gathered at United Nations Headquarters in 1989 "World Summit for Children". Children's Rights was opened for signature for the first time. Within the first states to put the signature of the convention Turkey was also one of the first countries that participated. This convention gained the status of international law on 2 September 1990. Articles 19, 34 and 39 of the Convention on the Rights of the Child are about child abuse, neglect and prevention. In our country, it is seen that many regulations have been made with the Turkish Penal Code, Child Protection Law, Law on the Protection of the Family. However, as legal regulations and institutional structures accompanying them are not established, they are not able to achieve transformation in current practices. In order to fully demonstrate the best interests of the child in the public sphere, the multidisciplinary approach should be validated by providing medical, legal and social structural transformations. It is expected that the "Child Protection Program" will be established and structured by the state and its components that look after the benefit of children, on the basis of the benefit of children (16)

#### 5. Forensic Medical Assessment

In terms of forensic medical evaluation; It is important for the physicians who are consulted as medical experts to prepare forensic reports together with their own

scientific opinions in a multidisciplinary approach, taking opinions from different medical specialties. Medical evaluation by an experienced team consisting of forensic experts, psychiatrists, psychologists, pedagogues and social workers is of great importance in the process of reintegrating the child into the society. The examination of the person allegedly attacked is requested in writing. Care should be taken that this request is almost always written and all incoming letters should be filed. Before starting the examination, the identity information of the person is determined and this information is recorded in the file. The time, date and date of the examination, the names of those present in the examination and the time between the attack and the examination time must be recorded (37).

Managing the detection and examination process correctly and for the benefit of the child can be considered a prerequisite for children not to be victimized for the second time. At this stage, professionals and teachers working with children may be responsible for listening to the child, preparing for the process, and also transferring the information received from the child to the judicial units. For this reason, efficient and correct management of the process of these people is important. In this process, the language and attitude used in communication with the child is also very important. Children who are abused and neglected can discuss the problem more comfortably with the audience they trust, who are away from judgments and who listen effectively. In this respect, it is important for teachers to talk to children they suspect of being abused and neglected and to listen to them effectively. Before starting to talk, it is necessary to decide which questions will be asked in what way. It may be necessary to be prepared for situations that may arise such as the child's sudden crying behavior and refusing to speak. It is important in terms of cooperation that the teacher approaches the child with empathy and the child does not feel guilty during the expression while the child is explaining his / her situation. The place and time to talk to the child is also an important detail. Care should be taken to choose a private, quiet place away from other students as a speaking place. The child should feel comfortable, explain his/her situation at any time and make sure that the child is given enough time to explain (38). Listening to the child carefully, taking what they say seriously, not being terrified by what is being told, being calm, comforting the child, asking as few questions as possible, and using the words the child uses while speaking can be important points in making speech more effective. Make sure that what the child says is understood correctly, everything the child says should be recorded later. In addition, at the end of the conversation, promises should not be made to the child.

The child should not be asked to tell her story to different people over and over again. The child should be informed about the post-notification process, taking into account the developmental characteristics. It would be correct for the teacher to state to the child that he /she will share this information with someone who will help the child and family (38).

Basically; Listening to the child effectively and with empathy, taking care not to touch the child due to the traumatization experienced, approaching with a language and attitude that the child can understand. Supporting and encouraging the child can be considered as basic communication steps.

## 6. Role of Institutions and Teachers in Preventing Negligence and Abuse

Protecting the child from negligence and abuse is possible primarily through prevention activities. Within the scope of prevention activities, it may be necessary to carry out studies that will raise awareness for children and families and develop protective factors, strengthen the child and reduce the risk of abuse and neglect. The inclusion of children in the education module to be made on personal, family and environmental factors can be aimed at strengthening the child within these programs, while at the same time providing support to parents and creating a conscious child protection policy. Relationship between parents and staff is very important for the program to be able to communicate with parents. Support, training and counseling from staff may be necessary to help parents do this. Activities such as training of teachers to ensure the social and emotional development of children, to observe child abuse or neglect, to act according to early warning signals and to respond to the first problem signal can provide early intervention. Similar programs can also help keep children safe and help parents get the necessary support and services. Family support activities and child abuse prevention programs can be considered as important steps for the development and dissemination of these protective factors. At the same time, within the scope of preventive services of guidance units of schools and organizing awareness raising trainings and preventive service; By paying attention to the principle of confidentiality, only the units in charge of the case should review their policy of informing and act in the best interests of the child (36).

## 7. Conclusion

Child abuse; It has become a field of study that not only our country but also all countries work on and, despite increasing rates, combat violence in order to protect

the child and develop prevention and rehabilitation methods. This area creates a multidisciplinary field of study. Job descriptions have been created for all occupational groups that come into contact with the child within the work area, and the field of 'Child Neglect and Abuse' has created a different perspective in order to protect the child. In this area; Occupational groups working in the fields of medicine, law, social services, child development, psychology, safety and education are included. The aforementioned multidisciplinary structure is actually a strong chain for the development of child protection policy, the weakness of a single link forming this chain may damage the targeted child protection policy. Perhaps it will save the life of the child if the teachers, who are constantly confronted with children in this chain, recognize child abuse and report any signs of abuse or neglect in children to the judicial units. Therefore, their awareness is very important in childhood injuries.

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