



RC: 100599

**CENTER FOR THE ADVANCEMENT AND PROTECTION
OF THE RIGHTS OF VULNERABLE PEOPLE**

ADDRESSING JUVENILE DELINQUENCY IN SECONDARY SCHOOLS:

Guideline for Teachers, School Authorities, Students, & Care Givers

**An Initiative of Centre for the Advancement and Protection
of the Rights of Vulnerable People (CAPRIGHTS-VP)**

WITH SUPPORT FROM  **NIGERIA**

Under the Voices of Freedom Project

ACKNOWLEDGMENT

We would like to appreciate the commitment, dedication and unalloyed support of those who have made this publication possible.

We want to start by recognizing the main resource person under this project- Mrs. Dideolu Adekogbe Executive Director Florish Gate Consult, Lagos State.

Further to the validation workshop we had to critique this work and improve its quality, a lot of our partners and key stakeholders also made valuable contributions to the project and we would like to appreciate them: Our FIDA partners through Ms. Chisom FIDA Abuja and Lolo Barrister Olivia Nwachukwu ,Assistant Secretary FIDA Lagos; our Co Voice Grantee Seyi Sanjo-Bankole of Centre for Youth Studies for her brilliant suggestions; and finally Mr. Ayodele Adeyemi from the Education District 1 Agege Lagos.

We would also like to appreciate the remote assistance we received from Voice Nigerian Coordinator Mrs Ijeoma Okwor, who took out time to look at the final work and made some brilliant remarks and observations that improved the work immensely.

Finally, we appreciate the Ministry of Foreign Affairs, Netherlands who supported this project through VOICE Program; we would not have been able to accomplish all we did under the Voices of Freedom Project without their fund.

We also appreciate many others who made contribution in one way or the other, but cannot be mentioned here for want of space. I am happy and optimistic that we will all be proud of our collective efforts under this project.

Thank you

FOR CAPRIGHTS-VP

Mrs Clara Kanu

JUVENILE DELINQUENCY

OVERVIEW

Juvenile delinquency has been described as one of the major problems in our society since it causes a lot of distress and damage to perpetrators, and the society. It deals with the breaking of rules, drug use and violent offences against other people as well as the possession and carrying of weapons e.g. knives, scissors, bottles, forks, pins, needles, etc.

Delinquents have, in most cases, been viewed as adolescents who come from broken homes, which emphasizes that broken homes are associated with juvenile delinquency due to inadequate parental involvement in the adolescent's upbringing. Distress in families as a result of issues such as divorce not only increases juvenile delinquency but may lead to poor parental monitoring and association with delinquent peers.

It is known to be a display of criminal behaviour among young people as they negotiate the transition from childhood to adulthood in a complex and confusing world.

INTRODUCTION

Delinquency is basically a legal and relative term which refers to the breaking of the law of a particular country. However, there are certain behaviours such as stealing and killing that are considered as violating the social and moral norms of most societies. Children who have seen violent as a result of insurgency, war, attack, etc., may be perpetrators.

For quite a long time, the issue of juvenile delinquency has been of great concern in Nigerian secondary schools. Studies have shown that juvenile delinquency is rampant among secondary school students due to a number of causes which, according to Adeshina (1999) and Sunday (2007) include; parents' attitudes towards their children, the community, social class, frustration, peer group, foreign ideas, poverty and illiteracy. Juvenile delinquency is a social problem in secondary schools which this Guideline wishes to help solve.

Delinquent behaviours result from early socialization through children's interactions with their families. Some parental characteristics, family processes and dynamics promote delinquent behaviours. They often manifest in homes where there are serious parental conflicts.

A study revealed that homes where children witness domestic violence and witness the negative emotional relationship between their parents breed delinquency. "The family is the foundation of human society and the strongest socializing force of life which teaches children to avoid/shun unacceptable behaviour, delay gratification and to respect rules of others". The family can teach children violent, anti-social and aggressive behaviours. This could be by the way members of the family interact with each other, that is, the level of communication and cohesiveness demonstrated by the family. The study also reported that exposure to violence either within or outside the family is a source of delinquency.

WHAT IS JUVENILE DELINQUENCY?

Juvenile delinquency, also known as "juvenile offending" or "Teenage crime" is participation in illegal behaviour by minors (juveniles, i.e. individuals younger than the age of maturity- 18 years). Most legal systems prescribe specific procedures for dealing with juveniles, such as juvenile detention centers, and special rules in the courts.

Juvenile delinquency according to English Dictionary is such behaviour by a young person that can bring him to the attention of a court.

In the broadest sense, according to Ben-Yunusa(1998), a delinquent act is any behaviour of a young boy or girl that can be objected to by members of a society. It is associated with anti-social behaviours.

Examples of Juvenile crimes include:

- Status offenses – e.g. smoking, drinking alcohol, truancy, sex
- Property crimes e. g . Stealing, cyber-crime, vandalism
- Bullying e.g. Harassment, beating, maltreatment, abuse
- Violent crimes e. g robbery, rape, gang-related crimes, cultism, killing
- Absenteeism
- Drug trafficking
- Examination malpractice
- Truancy
- Prostitution, to mention a few

CAUSES OF JUVENILE DELINQUENCY

1. **Parenting Style**, with the two styles most likely to lead to delinquency being:
 - A. "permissive" parenting, characterized by a lack of consequence-based discipline and encompassing two subtypes known as:
 - i. **"neglectful" parenting**, characterized by a lack of monitoring and lack of knowledge of the child's activities, and
 - ii. **"indulgent" parenting**, characterized by supporting and enablement of mis-behaviour
 - B. **"authoritarian" parenting**, characterized by harsh discipline and refusal to justify discipline on any basis other than "because I said so"
2. **Peer Group Association**, particularly with antisocial peer groups, as is more likely when adolescents are left unsupervised.
3. **Socio-Economic Status**, this may lead a teenager into juvenile delinquency due to factors like:
 - * poor or low socioeconomic status,
 - * poor school readiness/performance and/or failure,
 - * peer rejection, or attention deficit hyperactivity disorder (ADHD)
4. **Biological Factors such as**
 - * high levels of serotonin hormone(Physiological), giving them a difficult temper,
 - * poor self-regulation, and
 - v a lower resting heart rate, which may lead to fearlessness.

5. **Protection Factor**

Particularly the involvement in youth gangs, this may also be caused by a desire for protection against violence or financial hardship, as the offenders view delinquent activity as a means of surrounding themselves with resources to protect them against these threats.

6. **Individual risk factors-** Individual psychological or behavioural risk factors that may make offending more likely include:

- * Low intelligence,
- * Impulsiveness or the inability to delay gratification,
- * Children who perform poorly at school are also more likely to be truant
- * Aggression,
- * Lack of empathy, and
- * Restlessness

7. **Risk factors** that may be evident during childhood and adolescence include,

- * Aggressive or troublesome behaviour,
- * Language delays or impairments,
- * Lack of emotional control (learning to control one's anger), and cruelty to animals.

8. **Family factors** that may have encouraged delinquency include:

- * The level of parental supervision,
- * The way parents discipline a child, particularly harsh punishment, Parental conflict or separation,
- * Criminal parents or siblings, parental abuse or neglect, and the quality of the parent-child relationship

Some points to note:

- * Adolescents with criminal siblings are only more likely to be influenced by their siblings, and also become delinquent. Therefore, they might not become delinquent but rather be repulsed by their sibling's behavior and be upright instead. Children who develop behavioural problems early in life are at greater risk for continual lifelong antisocial behaviour, criminal activity and violence. Peer rejection in childhood is also a large predictor of juvenile delinquency. Children resulting from unintended pregnancies are more likely to exhibit delinquent behaviour. They also have lower mother-child relationship quality.

CONSEQUENCES/EFFECTS OF JUVENILE DELINQUENCY

- Unwanted Pregnancy
- Drop Out of School
- HIV/AIDS/STD
- Imprisonment
- Becomes A Criminal
- Mental/Conduct Disorders
- Labeling or Stigmatization
- Low Academic performance

BULLYING

Bullying is when someone deliberately makes you feel miserable. Bullying makes people feel frightened or unhappy. Bullying is not fun – someone is at the receiving end of that dry humour, that sarcastic comment, or that show of excessive force. It is not part of discipline.

TYPES OF BULLYING

1. Physical

Physical bullying involves harmful actions against a person's body. Some examples are hitting, punching and kicking. It also involves interfering with another person's property.

Some examples include stealing, damaging another's property. Physical bullying is easy to spot.

2. Verbal

Verbal bullying involves speaking to a person or about a person in a way that is unkind and hurtful to that person e.g. teasing, name calling, spreading rumours and whispering.

3. Non-Verbal

Non-verbal bullying refers to the types of behaviour that upset, exclude, or embarrass another person e.g. leaving a person out of a game or activity on purpose, making rude gestures such as poking out tongue, writing hate notes about a person that will be upsetting to that person.

4. Cyber-bullying

When one or more people/youths target another child using interactive technologies. e.g. setting up hate websites or sending horrible or mean texts or emails. Using social media like Facebook, WhatsApp, Instagram, Pinterest, Tweeter, etc to harass and intimidate someone/others.

REASONS /CAUSES OF BULLYING

A. FAMILY FACTORS

1. Lack of Attention and Warmth at Home
2. Poor Supervision
3. Use of Aggression from Parent to Child
4. Lack of Support System

B. INDIVIDUAL FACTOR

1. Personality style and behavior
2. Male physical strength
3. Low self-esteem
4. Stress
5. Poverty

C. SOCIAL FACTOR

1. Social Background And lack of Supervision
2. Conflict
3. Favoritism AND Injustice

WHY DO SOME PEOPLE BULLY?

- * They see it as a way of being popular or making themselves look tough and in charge. Some bullies do it as a way to get attention or things, or to make other people afraid of them. Others might be jealous of the person they are bullying.
- * Some bullies may not even understand how wrong their behaviour is and how it makes the person being bullied feel.
- * They may be victims of bullying themselves at home or outside of school as the saying goes "people who have been hurt tend to hurt people."

EFFECTS OF BULLYING – BULLYING IS HARMFUL.

Some people think bullying is just part of growing up and a way for young people to learn how to stick up for themselves. However, while bullied people may indeed become stronger, they often suffer the following negative effects:

- Bullying can make young people feel lonely, unhappy and frightened.
- It makes them feel unsafe and feel that something is wrong with them.
- They lose confidence and may not want to come to school anymore. This is one of the reasons some children perform badly in school despite being good students.

Bullying Trends/Statistics

- Statistics show that children who have been abused and bullied have a higher tendency for using weapons and being a bully.
- 1 in 2 students experience occasional bullying during any school term.
- 1 in 10 students in secondary school are bullied more than once or twice at least in any term.
- Between 15 to 20 kids commit suicide or withdraw from circulation because they were bullied.
- Up to 40% of secondary school students feel that their teachers are unaware of the bullying that goes on in school.

School Risk Factors that Facilitate Bullying

- * Lack of supervision during breaks
- * Students have indifferent or accepting attitudes
- * Staff have indifferent or accepting attitudes towards bullying
- * Most of the bullying incidents at our schools occur during break, PE, and bathroom breaks when teachers are not looking.
- * It has also been a challenge to change both teachers and administrators' mindset about how damaging bullying is to our students. Some people believe that bullying is a rite of passage and that it is normal.

CURBING JUVENILE DELINQUENCIES (BULLYING)

It Takes a Team to Stop the Bullying!!

- Say No to bullying from Day One
- Empower your students to help themselves
- Conduct a school climate survey
- Partner with the parents

What we need to tell students

- If you're different in some way be proud of it and stand strong
- Make friends, bullies hardly ever pick on someone when they're around other people
- Report bullying, it's not gossiping, it's taking care of yourself and maybe someone else
- You have every right to feel safe and if you tell an adult they can help stop the bullying

RESPONSIBILITIES OF SCHOOL AUTHORITY

1. Stop the bullying
2. Support the student who has been bullied
3. Name the bullying behaviour and refer to the school rules
4. Empower the eyewitness/ onlooker/bystander/ spectator/observer/ viewer to report to anyone with authority
5. Impose immediate and appropriate consequences for the children who bully
6. Take steps to ensure the bullied student will be protected from future bullying
7. Provide Training to handle bullying- Often bullying is invisible to adults. Even if we see it, we often have only a few moments to react. We often lack knowledge or skills to intervene in effective ways.
8. Install CCTV in schools
9. All adults in school should take responsibility for the students
10. No dangerous weapons or tools should be allowed to litter the school premises
11. Ensure all nooks and crannies of the school premises are secured by locking all vacant rooms and block any open space that can be a hide out.
12. Ensure teachers on duty are present on the playground during break to monitor students
13. Ensure support staff are positioned at strategic places e.g. Toilet areas, in the school premises and always remain at their duty posts
14. Constitute an effective and functional disciplinary committee.
15. Identify who will meet with students
16. Hold separate talks with the bullied child (first); and with the bullying student(s) when handling bully cases
17. Talk with parents
18. Check-in later
19. Identify a person to follow-up with each student (prefer those with closest relationships with the students).
20. Put support system and safety plan in place for bullied child.
21. Make sure interventions are working.

22. Talk again with involved students as needed

RESPONSIBILITIES OF TEACHERS

1. Supervise students' activities
2. All teachers/staff intervene on-the-spot when bullying occurs
3. Hold meetings with students involved in bullying
4. Develop individual intervention plans for involved students
5. Post and enforce school-wide rules against bullying- School rules should be posted & consistently enforced in the classroom, using positive & negative consequences. Rules & policies do nothing if not enforced consistently in/across classrooms.
6. Hold regular class meetings -Class meetings should be held weekly. Research findings showed that teachers who systematically held class meetings saw larger reductions in bullying after 1 year, than those who used them less, or not at all.
7. Hold meetings with students' parents- For parent meetings, teachers should hold classroom-level (or grade/team- level) meetings with parents periodically during the year.

RESPONSIBILITIES OF PARENTS/TEACHERS ASSOCIATION

1. PTA should work with the school authority in curbing this issue of bullying
2. PTA should encourage parents to report cases of bullying observed in their children
3. PTA should encourage parents to be the third eye of the school by monitoring the students outside school premises and report any case promptly
4. In serious cases, PTA executive may be members of the disciplinary or investigation committees.

RESPONSIBILITIES OF STUDENTS

1. Expose any case of bullying observed
2. Ensure to protect one another by being each other's brother's keeper
3. Report the incident to key adults
4. Be friendly with the bullied
5. Help the bullied recover
6. Accept the bully back after rehabilitation
7. Bullying incidents will require follow-up depending on severity, impact & frequency.
8. Report to teacher(s), staff with the closest relationship to student, and to admin.

IMPLICATIONS FOR DEFAULTING STUDENTS-SANCTIONS FOR JUVENILES

An accountability-based graduated series of sanctions (including incentives, treatment, and services) applicable to juveniles to hold such juveniles accountable for their actions and to protect school communities from the effects of juvenile delinquency is providing appropriate sanctions for every act for which a juvenile is judged delinquent, by inducing their law-abiding behaviour, and by preventing their subsequent involvement with the juvenile delinquencies such as:

1. Youth detention
2. Youth protection and custody order
3. Overnight detention in boarding schools
4. Behavioural programme order
5. Confiscation of property and goods that have been obtained illegally (for instance by theft or receiving stolen goods);
6. Payment of a fine or damages.
7. Change of environment
8. Adolescent criminal law for young offenders
9. Denial of participation in activities that matters to them
10. Suspension
11. Expulsion
12. Alternative Sanctions for juveniles consist of:
 - * community service order (unpaid work),
 - * a training order (a training project) or
 - * a combination of the two.

S/N	OFFENCES	SOME SANCTIONS FOR OFFENCES (after repeated acts/omission)
1.	LATENESS TO SCHOOL	Counseling to find the reason for being late
2.	LATENESS TO CLASS	Stand for 10 minutes before sitting down
3.	ABSENTEEISM	Counseling to find the reason for being absent
4.	TRUANCY	Need Counseling for help
5.	HOMEWORK DEFAULT	Delay from going home immediately after closing to do the home work
6.	NOTE WRITING DEFAULT	Deny Break period to write the note
7.	IMPROPER DRESSING	Counseling/Manual Labour
8.	RUDENESS	Counseling/Manual Labour
9.	BEATING	Manual Labour/Suspension
10.	FIGHTING	Manual Labour / Suspension
11.	HARASSMENT	Counseling/ Manual Labour
12.	GANG-RELATED ACT	Suspended from school for some weeks/ Counseling
13.	POSSESSION OF WEAPONS/ DANGEROUS OBJECTS	Appropriate sanction/ Counseling
14.	RAPE	Report to Police/Face the law
15.	GANG RAPE	Report to Police/Face the law
16.	VULGAR LANGUAGE	Manual Labour
17.	CONSPIRACY IN CRIME	Suspension for some weeks/Counseling

18.	ACCOMPLICE/NOT RENDERING HELP TO VICTIM	Counseling/(Full culpability) Face the law
19.	EXAMINATION MALPRACTICE	Punishment
20.	POSSESSION OF PORNOGRAPHIC MATERIALS	Counseling/Manual Labour/Suspension/Confiscation of materials
21.	PREGNANCY	Counseling
22.	ABORTION	Counseling/Suspension
23.	DRINKING	Counseling/Manual Labour
24.	SMOKING	Counseling/Manual Labour
25.	DRUG POSSESSION	Taking to Police Station
26.	DRUG USAGE	Counseling/ Report to Police/Remand Home
27.	CULTISM	Report to Police/Face the law/Suspension

OUTLINE OF EXPECTED IMPACT OF USE OF THE GUIDELINE

The expected impact of this Guideline on the student is summarized in MacArthur Foundation's vision-shared by Dr. Jonathan Fanton, The President of MacArthur Foundation: 1999-2009

“To enhance public Safety while holding young offenders accountable for their actions, providing for their rehabilitation, protecting them from harm, and improving their outlook for success as responsible and productive members of society”-

“A new century for juvenile justice”, MacArthur Foundation Newsletter

TO HELP THE BULLIED RECOVER AND REFORM THE BULLY

QUESTIONS TO ASK THE BULLY:

- WHY BULLYING?
- IS IT FAIR?
- IS IT DESERVED?
- IS IT FUNNY?
- DOES IT DAMAGE PEOPLE?
- WHO TO TURN TO?
- WHO WILL LISTEN?
- CAN THE SCHOOLS STOP IT ON THEIR OWN?
- WHO FEELS BIGGER AND WHO'S REALLY THE BIGGER PERSON?

CONCLUSION

The habitual crime behaviour found among juveniles is similar to that of adults. As stated before, most lifelong, persistent offenders begin exhibiting antisocial, violent, and/or delinquent behaviour, prior to adolescence. Therefore, while there is a high rate of juvenile delinquency, it is the small percentage of lifelong, persistent, career criminals that are responsible for most of the violent crimes.

Parents should make the home psychologically conducive so that their children can express their needs and desires honestly and trustingly. Irrespective of gender, parents should create time to discuss and interact with their children in order to know their challenges and fears. There should be open and healthy communication in families for cordial relationship between parents and children.

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