

This work deals with the problem of CAN, prevention and practice from the perspective of primary school teachers. The introductory part deals with the reason for choosing this work. It is also further developed its own problems CAN - neglect, as the lightest form of the initial abuse, and physical abuse, the incidence and forms, I looked at in detail, psychological abuse, and described the problem of sexual abuse and its forms, including systemic abuse and bullying. In the next section, I focused on the warning signs indicating the CAN syndrome, the physical, psychological and sexual abuse. There are special forms of CAN described as Münchhausenův syndrome of representation organized child abuse, ritual abuse and sex tourism. Here is a chapter on the consequences of CAN syndrome, first the short and long term consequences, the posttraumatic stress disorder with the overall post-treatment. It is also described the relationship and family violence with reference to the development of intergenerational violence. Follow shifts in the forms of torture and abuse of children, with the addition, it is silent about the abuse. Is also defined by the offender in the forms of abuse. The work also deals with crisis intervention and prevention of different types of CAN syndrome, which is the most important step in this field, together with risk factors on the child, family and society. It deals with prevention projects, Children's Crisis Center, educar and their activities. On this subject, follow the effects of acting to protect against abuse with existing practice solutions in the Czech Republic, where there is an emphasis on rule of law, non-profit organizations and help lines. In addition, further follow-up chapter, which contains the themes of the problems and failures of past practices, recommendations for improvement, such as coordination, judicial system, prevention and information.