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## **Moving away from corporal and humiliating punishment in schools**

**“The dignity of each and every individual is the  
fundamental guiding principle of international human  
rights law.”**

**Committee on the Rights of the Child, General Comment No. 8, 2006**

**“A big person should not hit a small person.”**

*Romanian girl, aged 12*

# **Moving away from corporal and humiliating punishment in schools**

**A Training Manual for Pre-service Teachers of Primary Schools in Sindh**

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**December 2018**

**SUBMITTED TO: INDUS RESOURCE CENTRE (IRC)**

## List of Acronyms

CHP	Corporal and Humiliating Punishment
CRC	Committee on Rights of the Child
ECE	Early Childhood Education
KAP	Knowledge, Attitudes and Perceptions
KPK	Khyber Pakhtunkhwa
SDG	Sustainable Development Goals
UN	United Nations
UNCRC	United Nations Committee on Rights of the Child
UNICEF	United Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization

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# Moving away from corporal and humiliating punishment in schools

## Section I

### Introduction

Corporal and humiliating punishment (CHP) inflicted on children is rampant in most countries at home and in schools, even though the majority of countries have passed laws banning this form of punishment in educational institutions. If children are the future of our societies, such punishment is certainly not aligned with this vision. In Pakistan too, in spite of the national assembly having enacted a law against punishment of children with three provinces following suit, both parents and teachers continue to use it in their efforts to control children and force them to behave in the manner they would like them to. There is considerable evidence that CHP has long term and indelible negative impacts upon both physical and mental growth of children and must be eliminated altogether.

There are many reasons why teachers resort to corporal and humiliating punishment, and one of these is the lack of awareness and skills for alternate forms of addressing misbehavior of children in schools. This document serves the purpose of both a training and reference manual for educators of pre-service teachers of primary schools on techniques of avoiding corporal punishment through better class room management and use of positive discipline. The material contained herein is specially designed for a Bachelors in Education / ECE (Post Graduate Diploma) Programme but is generic enough to be used for training of in-service teachers as well as those of secondary and elementary schools. It is unfeasible to implement this course as a standalone one. It is thus proposed that it should be integrated with Child Psychology or a similar course. It is hoped that it will be incorporated within teacher training programmes at all teacher training institutions in Sindh.

### The users of this manual

People who are expected to use this manual are teacher educators as well as students of pre service teacher training courses. It can also be used by other educationists and trainers/teachers as training/reference material.

### How to use this manual

The document begins with description of a curriculum for the subject, followed by a child rights framework and then a literature review for each relevant theme. Each theme also proposes a session structure or plan aimed at assisting the educator to organise her/his sessions. The sessions propose use of power point presentations, group work, plenary discussions and activities such as role playing. The manual also includes reading and reference material for each theme, easily accessed through the internet to be used both by the educator and the students to further develop their understanding of the material presented. Sample questions are given at the end of each theme. Suggestions are also given for handouts to be used. While it is best for the user to begin at the beginning, one can also go into a

specific section of interest. A degree of theory is provided but the discussion is focused more on practical aspects.

### **Assessment of students**

It is recommended that no written examination be carried out for this programme. Instead, a pre and post training assessment should be conducted through which the changes in their attitudes and awareness are evaluated. However, the sample questions can be used to test a student's grasp of the subject matter during the course. After every two themes, one test can be conducted of two hours, coming to a total of 10 hours of tests.

## Guidelines for educators

### Preparation

This is a sensitive subject to teach properly, since it may need students to discuss their own experiences. Full respect for each other must be maintained and the language used should be such that no accusations are made. Educators must read the relevant material carefully before each class, develop their slides of relevant points, have a session plan and handouts ready and make sure that the following materials are available in class.

- White board
- Board markers
- Markers (as many as the number of participants)
- Flipcharts
- Soft board or wall where cards or sticky notes may be tacked on
- Coloured cards or sticky notes
- Multimedia, including screen for power point presentations
- Tape and glue

Educators are advised to use a multiple set of techniques in order to ensure that the training is interesting, participative and effective. Some of the main techniques are:

- **Recollection.** Asking participants to think about or recollect some action in their past that has had an direct or indirect impact relevant to the discussion. This could be something which they have experienced at the hands of another, or done it themselves.
- **Quick brainstorming.** Presenting a situation from real life or imagined situations and asking participants to come up with various ideas/solutions on how to address the problem identified.
- **Group discussion.** Providing a more complex issue and breaking up participants into diverse groups to debate,analyse and agree on possible strategies to be used.
- **Use of sticky notes or cards.** Participants may be asked to write down their points on cards or sticky notes which may then be tacked onto walls or the soft board. The usual rule is that only one point should be written on one card or note.

Development of class rules would be useful. These rules may include, among others:

- Respect for each other
- No idea is wrong
- Open and free discussion
- No mobiles
- Everyone participates

### Training of teacher educators

Teacher educators will require training on the content and the use of the manual. It is recommended that after a training of trainers, the manual may be pilot tested with a group of teachers to determine and incorporate any further modifications that may be necessary.

**Duration of the course**

The programme is intended to cover a total duration of 16 hours of teaching, carrying credit hours of 16. The duration may be divided into two classes of one hour each per week, thus making this a 8- week course. Some sessions require more or less time and the trainer may adjust these according to the pace. The intent is not to rush through the material but to spend time and make an effort to have participants understand and absorb the content.

## Section II

### Curriculum for teacher training on positive discipline in primary schools

#### *Vision, goal and objectives*

Vision: a safe and enabling learning environment for children in schools

Goal: to eliminate all forms of CHP against children in primary schools

Objectives:

- to raise awareness among teachers of forms and impacts of CHP
- to build their capacity and commitment to use positive discipline methods
- to generate interest and commitment among teachers to make efforts to create a child friendly environment in schools

#### *Themes*

The themes covered in this manual are:

- Definitions related to CHP: standard definitions of key terms often used when discussing CHP are explained so that participants have a shared understanding of the terminology used in this document and elsewhere
- Child Rights Framework: a framework developed on the basis of the UN Protection of the Rights of the Child and Save the Children. It provides an overarching guideline within which the proposed strategies to combat any harm to children can be placed.
- Conventions and laws: explains the legal and policy framework at global and national/provincial level. A brief overview of how the issue is treated in some other countries is also given for comparison.
- Forms of CHP: many people may think that a particular type of act may not fall within CHP. This theme clarifies the various forms of CHP.
- Impacts upon children of CHP: everything that happens to human beings has an impact upon our physical, mental, emotional and psychological well being. This theme discussed effects of CHP upon children and the types of adults they may grow into. It also analyses the impacts from a teacher's perspective- does CHP impact student's learning outcomes?
- Reasons for inflicting CHP upon children- myths and facts: why do children behave when they invite CHP? Why do teachers inflict CHP upon children? What are some of the main reasons cited and what widely believed myths? How can teachers manage their own responses to disruptive behaviour?
- Classroom management: is a teacher a manager too? What does s/he manage and how? What are classroom management strategies and how do they impact CHP?
- Punishment vs. discipline: are the two synonymous? If not, what are the differences and can discipline replace punishment in schools?
- Positive discipline methods: what are the techniques of positive discipline and how can they be used for various forms of misconduct in and outside the classroom?
- Impacts of positive discipline: what could be the impacts of positive discipline upon children?

## ***Benchmarks***

- Definitions and forms of CHP: participants can clearly distinguish between various forms of CHP and relate these to their own experiences
- Conventions and laws: participants can talk easily about relevant UN conventions, SDGs and laws in Pakistan.
- Child Rights Framework: participants have clear understanding of rights of children, responsibilities of adults and can identify CHP as a clear violation of these rights.
- Impacts upon children of CHP: participants can relate impacts they have observed/heard of and connect them to CHP
- Reasons for inflicting CHP: participants agree that many reasons assumed to be facts are perceptions or myths
- Class room management: participants understand what class room management is and can list various strategies for the same.
- Positive discipline methods: participants can match different PD methods to different types of misbehavior and their possible impacts
- Punishment vs. discipline: participants can differentiate between CHP and discipline
- Commitment to using PD instead of CHP: participants pledge to using PD methods as taught

## ***Assessment- pre and post training***

It would be useful to conduct a pre and post training assessment, first of the knowledge and needs of participants and the second of the effectiveness of the course. The pre assessment would help in modifying the structure and/or content to some extent and the second would help in gaining an insight into overall achievement of objectives of the course and in improving both the approach in delivery as well as the focus.

Pre-training: this assessment could best be conducted through a written questionnaire which may be anonymous. Questions may include extent of understanding of CHP and PD, experiences and observations, attitudes towards CHP, child development, existing laws, class room management etc. Detailed answers would not be required: a yes or no, or a few lines should suffice to gain an understanding of the potential participant's knowledge. After reading these, they could be divided into two categories of three groups each. The first category could be of perceptions: those who approve CHP, those who do not and those who believe that CHP is only necessary as a last resort. The second category would be of awareness and capacity: those who are not aware of what CHP and PD are; those who do know about it and have read/heard of it and those who know only very little. A sample questionnaire is included as an annexure.

Post training: At the end of each session, the educator should obtain feedback from participants on the content, form of training and what they have learned. A recap should be carried out at the beginning of the next session. A final assessment of what the participants have learned through the programme should be conducted towards the end of the full course. A sample form is attached as an Annex.

The sample questions provided at the end of each theme can be used for group discussions or written tests. Understanding and commitment of participants should be assessed through a group discussion, which may be based upon the findings of the assessment form. Time should be kept aside for both types of assessment.

### ***Follow up***

The training institution should follow up with refresher courses and remain in contact with the teachers who have been trained. The training which is conducted involves changes in attitudes and practices of adults who have themselves studied in an environment of corporal punishment and thus may be immune to it. If they are to change their behaviour towards children, they need to be persistent and patient, and supported by constant guidance and information.

## Section III

### Training manual for teacher educators

#### Session I - Introduction

##### Guidelines for teacher educators

Introduction	This is the first session that should introduce the topic, enable students to get to know each other, set rules of the training and clarify the curriculum. It is also used to conduct an initial assessment of needs and knowledge of students about the topic.
Objective	To know each other and set the scene
Activities	Introductions; objectives of training; expectations and fears of participants; set rules; individual form filling
Materials	Flip chart, multimedia, coloured cards/sticky notes, markers, tacks or glue/tape; needs assessment form
Methodology	Plenary and individual work
Time	60 minutes
Instructions for educator: <ol style="list-style-type: none"><li>1. Introduce yourself</li><li>2. Ask students to introduce themselves, their educational institution.</li><li>3. Ask each student to write down one expectation, one fear and one reason why they wish to become teachers on three cards. Put these up on the wall or board</li><li>4. Ask students to brainstorm on rules of the training, write on flip chart and hang on wall.</li><li>5. Distribute needs assessment form and ask students to fill them. Give 10 minutes</li><li>6. Have a discussion on what the role of a teacher should be. What are experiences of students about their teachers in school?</li></ol>	

The structure of the training sessions has been adapted from The Module Outline, School Safety Framework, Trainer's manual Positive Discipline and Class Room Management, Department of Basic Education, Republic of South Africa and Centre for Justice and Crime Prevention, 2012.

## Theme 1

### Definitions

**Child:** any human less than 18 years of age

**Violence** is defined by the World Health Organization as "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal development, or deprivation". (<https://en.wikipedia.org/wiki/Violence>)

Violence against children is of various forms and results in causing harm to the person and personality of the child, both in the short and long term. Five common forms (*INSPIRE Handbook: action for implementing the seven strategies*, Geneva: World health Organization; 2018. Licence: CCBY-NC-SA 3.0 IGO) are as follows:

- Maltreatment, including corporal punishment is physical, emotional, psychological or sexual violence caused by anyone connected with the child.
- Youth violence occurs mostly between young people between the ages of 10-29. Hands, sticks, knives and guns may be used and may involve gangs.
- Bullying is violence inflicted upon children by other children who are unrelated, mostly at school but also on line. It involves beating, ridicule and other physical and emotional harm. Ragging and fooling is a term used for harm inflicted upon new students and although at times, it is may be just in joke, sometimes it can cause harmful consequences.
- Sexual violence is sexual harassment which may be from minor to severe, perpetrated by people who come into contact with children and is increasingly common in schools and madressahs in Pakistan. It is "the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violate the laws or social taboos of society." (UNICEF, 2014, p. 2).
- Emotional or psychological violence includes restricting a child's movement, ridiculing, ignoring, commenting negatively upon her/his physical appearance, threatening, discriminating against her/him and rejecting her/him.

**Corporal punishment:** the Committee on the Rights of the Child, in its General Comment No. 8 defines 'corporal' or 'physical' punishment as, "any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting ("smacking", "slapping", "spanking") children, with the hand or with an instrument – whip, stick, belt, ruler, shoe, cane, wooden spoon, etc. But it can also involve, kicking, shaking or throwing children, pinching, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced swallowing unpleasant substances (for example, washing children's mouths out with soap or forcing them to swallow hot spices). The UN Committee considers every form of corporal punishment degrading. There are other non physical forms of punishment which are also cruel and degrading and thus incompatible with the Convention. These include, for example, punishment which belittles, humiliates, denigrates, threatens, scares or ridicules the child." (UNCRC Committee, General Comment n°8 on the right of the

child to protection from corporal punishment and other cruel or degrading forms of punishment, CRC/C/GC/8, 2 June 2006. [www.ohchr.org/english/bodies/crc/docs/co/CRC.C.GC.8.pdf](http://www.ohchr.org/english/bodies/crc/docs/co/CRC.C.GC.8.pdf))

**Power** is defined as the capacity or ability to direct or influence the behaviour of others or the course of events. (<https://en.oxfordictionaries.com/definition/power>). It is directly linked to authority over others who may be perceived as weaker and/or less able to stand up against power.

**Discipline** is the process of training people to obey certain rules or a code of behaviour by using various forms of preventive and corrective measures to address disobedience. (Oxford dictionary)

## Theme 1

### Session II- definitions

#### Guidelines for teacher educators

Introduction	This session establishes a common terminology and understanding of concepts used with reference to CHP
Objective	To develop a shared understanding of common terms used for the topic
Activities	Explain objectives, discuss concepts. If ideas differ, discuss with examples, ask participants to self reflect
Materials	Multimedia; handouts
Methodology	Presentation, brainstorming
Time	60 minutes
Instructions for trainer:	
<ol style="list-style-type: none"><li>1. Recap the first session</li><li>2. Ask students if they can define/explain each term</li><li>3. Discuss differences especially if they are differently explained by various participants. Use examples</li><li>4. Go through multimedia definitions</li><li>5. Ask if everything is clear. Wrap up by students by summarising the discussion.</li></ol>	

## Theme 2

### A Child Rights Framework

A framework is a conceptual outline within which strategies and actions can be formulated. It comprises of international, regional and national/local policies and laws that become binding upon concerned bodies/groups once they have agreed to the act. State institutions and civil society organisations find it both convenient and easy to understand and report on if they develop their action plans within the boundaries of such a framework.

A child rights framework would include the overarching human and child rights that have been formulated under international agreements; any regional laws and national/provincial/state laws that follow.

**Global:** Under the international human rights law, children possess two types of rights. One is the type that falls within the fundamental general human rights as adults. Since children are every bit as human as adults, all human rights apply to them as well. Secondly, they have special rights that are aimed at protecting and developing them until they have reached the age of maturity. Rights which they possess during childhood include the *right to security of the person, to freedom from inhuman, cruel, or degrading treatment, and the right to special protection during childhood.*

United Nations educational guides for children classify the rights outlined in the Convention on the Rights of the Child as the "3 Ps": Provision, Protection, and Participation. They are as follows:

**Provision:** Children have the right to an adequate standard of living, health care, education and services, and to play and enjoyment. They must have nutritional food and drink, a place to sleep in, and access to education.

**Protection:** Children have the right to be protected from abuse, neglect, exploitation and discrimination. This includes the right to safe places for children to play; constructive child rearing behavior, and acknowledgment of the evolving capacities of children on the part of adults who are responsible for them .

**Participation:** Children have the right to participate in group activities and engage in programmes and services for themselves. This includes children's involvement in libraries, festivals, community programmes, youth activities, and being involved as decision-makers.

Article 19 of the Convention on the Rights of the Child calls on parties 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, neglect or negligent treatment, maltreatment or exploitation". The Committee on the Rights of the Child interprets this article as prohibiting corporal punishment, and says that it is the "obligation of all States Party to the Convention to move quickly to prohibit and eliminate all corporal punishment. ([https://en.wikipedia.org/wiki/Children27s\\_rights](https://en.wikipedia.org/wiki/Children27s_rights))

Article 37 asks countries to guarantee protection of children from all cruel, inhuman, or degrading punishment, and Article 28 stipulates that school discipline should be consistent with children's "human

dignity” (United Nations, 1989). Article 6 talks about child survival and healthy development; Articles 12, 13 and 14 refer to having respect for a child’s views, her/his freedom of expression and thought. Article 16 protects their right to privacy; Article 29 relates to goals of education which should enable the child to develop her/his fullest potential and Article 31 to the right to play. There are, in total, 42 rights of the child and 12 implementation measures within the Convention. They form the overarching global framework within which countries that have ratified the Convention are to develop their national policies and laws.

In addition, the global Sustainable Development Goals (SDGs) to be achieved by 2030 and which Pakistan was the first country to sign up states in its target 16.2: “end abuse, exploitation, trafficking and all forms of violence and torture against children.” This further reinforces the commitment of countries to eliminate all forms of violence against children.

**National:** Pakistan has ratified the UN Convention on Human and Child Rights and signed the Sustainable Development Goals, but despite this commitment to international conventions, Pakistan does not yet have a child protection policy except a draft which was prepared in 2009 but not adopted. Khyber Pakhtunkhwa has a Child Protection Bill that was adopted in 2010. A Sindh Child Protection Authority Bill was passed by the Sindh Assembly in 2011 and was meant to operate as a policy making and monitoring body on all issues related to children but is non functional to date. (<https://www.thenews.com.pk/print/224028-Protecting-child-rights-in-Sindh>)

Although Pakistan made its commitment to prohibiting corporal punishment for all children in all settings in 2006, it has taken many years to pass any legislation to make CHP illegal in educational and care institutions. A Bill for the National Assembly was prepared in 2014 but was delayed. The three provinces of Punjab, Sindh and Khyber Pakhtunkhwa have passed legislations banning corporal punishment in schools while a bill is under consideration in Balochistan. The Sindh Corporal Punishment Act, promulgated in May 2017, prohibits punishment of children in “work places, in schools and other educational institutions including formal and non formal, and religious, both public and private, in child care institutions, including foster care, rehabilitations centers and any other alternative care settings, both public and private, and in the Juvenile Justice System.” (Report on Corporal Punishment of children in Pakistan; Global Initiative to End all Corporal Punishment of Children, April 2018).

The punishment as defined in the National Assembly Act for CHP by teachers and other job holders includes censure, withholding of promotion or increment and stoppage from promotion for minor penalties. Major penalties include demotion, compulsory retirement, removal or dismissal from service. In case of the latter punishment, no future employment would be available. A committee to draft Rules of Business was set up on July 30<sup>th</sup>, 2018.

The rights of the child, therefore, cover elimination of all forms of abuse against children, from any person or groups of persons, including parents, teachers, caregivers, representatives of the justice system, communities and all other individuals. In case of parents, teachers and other adults who carry responsibility to steer the child towards her/his character and skill development, the rights of the child will include all ways and methods that aim to produce positive results should be employed.

## Theme 2

### Session III- Child Rights Framework

#### Guidelines for teacher educators

Introduction	This session aims to provide a detailed description of a Child Rights Framework so that students under the related clauses of global conventions and national/provincial laws/policies and appreciate that they must be followed.
Objective	To place contents of the course within a framework
Activities	Introduction, assess existing awareness of participants, presentation
Materials	Multimedia
Methodology	Plenary
Time	60 minutes
Instructions for educator: <ol style="list-style-type: none"><li>1. Recap on the previous session/s</li><li>2. Ask them if they are aware of UN conventions or SDGs</li><li>3. Ask them if they know of any national/provincial policy or law about CHP.</li><li>4. Present the framework and existing policies and laws</li><li>5. Mention any loopholes that exist in current laws</li><li>6. Summarise</li></ol>	

## Additional reading

1. <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
2. [https://www.unicef.org/crc/files/Rights\\_overview.pdf](https://www.unicef.org/crc/files/Rights_overview.pdf)[https://www.unicef.org/crc/files/Rights\\_overview.pdf](https://www.unicef.org/crc/files/Rights_overview.pdf)
3. [https://www.unicef.org/crc/files/Rights\\_overview.pdf](https://www.unicef.org/crc/files/Rights_overview.pdf)
4. <http://www.pas.gov.pk/uploads/acts/Sindh%20Act%20No.XIV%20of%202011.pdf>
5. Provincial Assembly of Sindh, Notification, March 22, 2017
6. [https://www.researchgate.net/publication/324000181\\_Child\\_Protection\\_System\\_and\\_Challenges\\_in\\_Pakistan](https://www.researchgate.net/publication/324000181_Child_Protection_System_and_Challenges_in_Pakistan)
7. [https://en.wikipedia.org/wiki/Declaration\\_of\\_the\\_Rights\\_of\\_the\\_Child](https://en.wikipedia.org/wiki/Declaration_of_the_Rights_of_the_Child)

## Sample questions

1. What are fundamental human rights that apply equally to children?
2. Name at least 8 rights of children and explain how these may contribute to their development.
3. What are the contents of the Act against Corporal Punishment, passed by the Sindh Assembly in 2017?

## Theme 3

### Corporal and humiliating punishment – prevalence, attitudes, perceptions and behaviour

Corporal punishment is legally prohibited in schools in 128 countries and allowed in 69 (Global Initiative to End All Corporal Punishment of Children, 2016). It is banned in Europe and most of South America and Asia. In Australia, school corporal punishment is banned in 5 of its 8 states and territories, while in the United States it is banned from public schools in 31 of 50 states (Global Initiative, 2016). In Asia, Nepal is the only country where corporal punishment in all settings, including at home is banned. Corporal punishment at home is legal in most countries including in Pakistan.

Whether or not corporal punishment is illegal, it continues to occur in schools throughout the world. It is estimated that millions of children are subject to CHP at their schools (Covell & Becker, 2011) and **two billion** children can be subjected to CHP without any legal cover (UNICEF, 2014: 110-111). In other words, these children may be assaulted, violated and harmed with impunity and no law exists to apprehend or punish the culprit/s.

Twenty-nine countries in which CHP is banned have rates of corporal punishment ranging from a relatively low of 13% of students in Kazakhstan to 97% of students in Cameroon. Some studies in India and Pakistan state that corporal punishment was 100%, but these were undertaken at a particular time and in specific places, so they cannot be generalized. South Africa banned school corporal punishment when a new government and a new Constitution that valued the rights of children was created in 1996. Estimates of corporal punishment from 63 countries based on surveys of teachers conducted between 1998 and 2011 show that 100 % of boys in Afghanistan, 53 % of students in Bangladesh, 78% in India, 44% in Pakistan, 90% in Yemen, 58% in China and 98% in Korea had suffered some sort of physical abuse in schools. (Elizabeth T. Gershoff; Global perspectives: School Corporal Punishment in Global Perspective: Prevalence, Outcomes, and Efforts at Intervention; Psychological Health Med. 2017 Mar; 22(SUP1): 224–239, published online 2017 Jan 9).

A large number of children experience corporal punishment wherever they live, study and/or work. UNICEF collected statistics between 2005 and 2013 in 62 countries and highlighted that violent “discipline” is the most common form of violence against children. The data used was from surveys carried out during this eight year period, and shows that on average, about four in five children aged 2-14 had experienced violent “discipline” (physical punishment and/or psychological aggression) at home in the past month.

Certain children are more likely to experience corporal punishment than others. A study published in 2013, which used UNICEF statistics from 17 countries, found that children with disabilities were more likely to experience physical punishment. Weak children and those from lower income families are also more likely to experience corporal punishment. Younger children are especially vulnerable and more likely to suffer corporal punishment. Corporal punishment also has a gender differentiation, with girls being less vulnerable than boys. However, girls suffer far more sexual assaults. (Corporal punishment of children: review of research on its impact and associations; Working paper, June 2016: Global Initiative to End All Corporal Punishment of Children)

A study in 2015 on children in four countries: Ethiopia, India (the states of Andhra Pradesh and Telangana), Peru and Viet Nam showed that corporal punishment was rampant in these places. Younger children were at greater risk of corporal punishment than adolescents, with the incidence of corporal punishment at age eight more than double the rate as reported by 15-year-olds in all four countries. Violence in schools, including physical and verbal abuse by teachers and peers was the main reason for children disliking school, ranging from over 25% of children in India to over 50% in Viet Nam. Boys and children from disadvantaged backgrounds were more likely to experience corporal punishment at age eight, but girls were more likely to have experienced sexual abuse. (Ogando Portela, M.J. and K. Pells (2015). *Corporal Punishment in Schools: Longitudinal Evidence from Ethiopia, India, Peru and Viet Nam*, Innocenti Discussion Paper No. 2015-02, UNICEF Office of Research, Florence).

Lombardo and Polonka (2005) refer to the use of corporal punishment as the colonial perspective on corporal punishment. They base this definition on the lines of power dynamics. According to them, this relationship is “one of unequal power comprised of dominance/subservience” (Lombardo & Polonka, 2005, p. 195). The members of the less powerful group (children) are denied the full status of a member of the human family. As a result, “children's authenticity is denied and they are forced to adopt an identity defined for them by the dominant power, the adults” (Lombardo & Polonka, 2005, p. 195). Corporal punishment is, therefore, a consequence of the highly unequal power structure that exists between adults and children and between children of disadvantaged communities and others.

Those who oppose corporal punishment are supporters of human and child rights. According to these people, non-physical forms of punishment such as verbal insults, threats, and humiliation are also included in corporal punishment. (Clark, 2004; Kelly, 2001). As argued by Infante (2005), corporal punishment can take the form of any nonverbal methods to ensure obedience by children, used by parents, teachers and other adults when other tactics fail. Non-physical punishments are used in order to cause emotional pain and with the purpose of correcting or controlling the child by force. (Shodganga, Chapter 2)

**Differences between the two perspectives on child/adult relationships with respect to corporal punishment of children**

<b>Colonial Perspective</b>	<b>Child Rights Perspective</b>
Child/adult relationships are built on inequality and adult dominance	Child/adult relationships are built on mutual respect and value
Children do not have a voice	Children’s voice matters
Short-term control of child is central	Long-term child development is central
Children have no right to physical integrity	Children have a right to physical integrity
Children’s dignity may be degraded for “their own good”	Children have a right not to have their human dignity degraded
Corporal punishment is not violence	Corporal punishment is violence
Harm to children is almost exclusively defined in physical terms	Harm to children extends beyond the physical to subjective experience of harmful
The State has a responsibility to protect children from violence	The State has a responsibility to protect children from “abusive violence” and to protect caregivers’ right to use force to “discipline” children
Unequal power relationships between groups are reflected in Law	Research and knowledge informs the Law

(Lombardo & Polonka, 2005, p. 190 Table 2) (Review of Literature, 09\_Chapter 2, Shodganga)

Physical and humiliating treatment of others is a form of violence and violence is almost always perpetrated upon someone who is perceived to be weaker, and not in the capacity of returning the same treatment. Adults have power over children, in that they exercise authority and the ability to influence or control them. They are physically stronger and expect obedience from persons younger than themselves.

After corporal punishment was banned in Kenya, a study conducted in Kenya for 64 pre-primary schools with 128 teachers showed that the majority of teachers indicated that they agreed with corporal punishment. 71% of teachers suggested that reasonable corporal punishment is beneficial to pre-school children; 55% of teachers disagreed that corporal punishment is detrimental for the teachers themselves. One of the explanations why the teachers still used corporal punishment even after the ban was that parents gave them permission to modify moral behaviour of their children and to punish children in whatever manner they wished to. Teachers in pre-schools played three important social roles. The roles are: implementation of the curriculum; preparing the child for social interaction in which the teacher is a disciplinarian, judge, role model and a parent. The third role is to toilet train; feed the child and so on. To achieve these roles, the teachers felt that, in absence of any other method, corporal punishment was more effective than other methods of developing the required behaviour among children. (www.sciedu.ca/wje World Journal of Education Vol. 4, No. 6; 2014 Published by Sciedu Press 99 ISSN 1925-0746 E-ISSN 1925-0754) (Perceptions of Teachers on the Ban of Corporal Punishment in Pre-Primary Institutions in Kenya; Beth Kirigo Mwai<sup>1</sup>, Isaac Njuguna Kimengi<sup>1</sup>, & Emmy Jerono Kipsoi<sup>1</sup> Department of Educational Foundations, Moi University, P.O. Box 3900-30100, Eldoret, Kenya) <http://dx.doi.org/10.5430/wje.v4n6p90>)

Another study in Kenya shows that most teachers would like to return to corporal punishment in order to be able to manage their large classrooms. A similar study in the Kosirai Division (Kimani and Starehe Lazarus Ndiku Makewa et al.; Saudi J. Humanities Soc. Sci.; Vol-2, Iss-4(Apr, 2017):299-307), available Online: <http://scholarsmepub.com/sjhss/> found that head teachers, teachers, and pupils perceived corporal punishment as part of school culture. The study concluded that school administrators and teachers had no skills to deal with student indiscipline. The study recommended that the Ministry of Education should train head teachers and teachers on strategies to deal with discipline problems other than use of corporal punishment.

In Pakistan, corporal punishment is wide spread both at home and at school. Parents and teachers alike are supportive of CHP. In a 2017 survey of knowledge, attitudes and practices in four cities of Sindh (Karachi, Dadu, Larkana, Shikarpur) from a sample of 1,100 parents, 188 teachers, and 11 education managers, representative of civil society organisations and teacher trainings institutes, it was found that a majority of parents and teachers, who themselves were victims of PHP in childhood, continue to inflict punishment on their children and students. About 86% parents punish their sons, and 74% parents punish their daughters. This supports the global findings of boys being more vulnerable to being beaten.

About 87% parents and 76% teachers think that a teacher has a right to punish children, 85% parents and 82% teachers believe that punishment leads to a positive behavior, and 88% parents and 79% teachers think corporal punishment is sometimes necessary to discipline a child. Above 70% parents and 50% teachers believe that if the child is not given corporal punishment, s/he will not become a good adult.

Although the study does not show any relationship between punishment and drop-out ratio of students, the reason could be the relatively small sample size, and the fact that students were not surveyed to assess their likes and dislikes. Truancy was another factor that was not studied but is possible a result of CHP. Further, corporal punishment has been reduced considerably in schools, and children don't consider scolding/ridiculing as a punishment. Even before getting enrolled in a school, children have already become used to scolding/ridiculing by their parents at home. Only 7% parents and 25% teachers favored a law banning CHP. (M. Sajid Abro, Pre KAP Survey on Physical and Humiliating Punishment, 2017)

Another survey to assess views of pre and in service teachers and trainers at five teacher-training institutions in five districts (Khairpur Mir's, Larkana, Dadu, Jamshoro and Karachi) of Sindh was carried out in 2018. 50 in-service teachers, 153 pre-service teachers and 28 trainers/faculty members of TTIs were surveyed.

Findings show that the percentage of teachers using punishment as a disciplinary method is higher among female teachers (83%) than male teachers (68%). The reasons for this difference were not assessed. The common types of punishment are scolding, ordering a student to stand in a corner/out of class and ear twisting. Reasons for punishment vary, but 54% of teachers punish children over making noise, 38% over not completing homework, and 16% over fighting with other students and not obeying instructions. It was also found that teachers who were single were more inclined towards corporal punishment than those who had children of their own.

A strong co-relationship was found between the number of students and incidence of punishment, as has been found in other countries in developing countries. For a 30:1 or higher ratio of student to teachers, 95% of teachers use punishment to discipline children, whereas in schools where student-teacher ratio is low, only 55% teachers resort to punishment. This points to the possibility that the more time a teacher spends with a child and pays attention to her/him, the less likely s/he is to punish the child.

Half of in-service teachers, 63% of pre-service teachers and 39% of trainers believed that 'punishment is sometimes necessary to discipline a child.' Almost the same percentage of teachers and trainers also believes that punishment improves a child's academic performance, and punishment is not a form of child abuse.

More trainers than teachers did not agree that lack of CHP in childhood results in disrespecting adults or that CHP is essential for disciplining students. Almost 90% of trainers were in favour of a law banning CHP as against 53% of teachers. (M. Sajid Abro, Pre KAP Survey of Trainers and Teachers, 2018).

### **Additional reading**

1. Covell and Becker: Five Years On; a global update on violence against children, 2011
2. Corporal punishment of children: review of research on its impact and associations; Working paper, June 2016: Global Initiative to End All Corporal Punishment of Children
3. International Perspectives on Practice and Research into Children's Rights; Edited by Gabriela Martinez Sainz and Sonia Ilie; 2018

### **Sample questions**

1. Discuss global prevalence of corporal punishment and its reasons
2. How do parents and teachers view the legitimacy of corporal punishment?
3. To what extent are the rights of children violated by corporal punishment?
4. Explain your own views about corporal punishment and provide arguments for the same.

## Theme 3

### Session IV- Corporal and humiliating punishment: prevalence, attitudes, perceptions and behaviour

#### Guidelines for teacher educators

Introduction	This session provides an insight into how most adults, especially parents and teachers view CHP, globally and in Pakistan.
Objective	Students are facilitated to reflect upon their own views and decide whether, at this stage, they are supporters or detractors of CHP.
Activities	Reflection, writing on cards or sticky notes, discussions
Materials	Multimedia, sticky notes/cards, markers, tape/glue
Methodology	Plenary, individual and group work
Time	Two sessions of one hour each
Instructions for educators	
	<ol style="list-style-type: none"><li>1. Recap of previous sessions</li><li>2. Ask participants to write down a yes or no to “do you support CHP in schools?” on cards or sticky notes</li><li>3. Put these up on the walls.</li><li>4. See how many (or %) agree and disagree</li><li>5. Divide into two groups and ask them to discuss reasons for agreement and disagreement</li><li>6. Both groups present results of their discussions</li><li>7. Present findings from world and Pakistan. Discuss possible reasons.</li><li>8. Compare with student views and those from literature review</li></ol>



## Theme 4

### Forms and Impacts of corporal and humiliating punishment on children

Only two countries, Somalia and the United States of America have not ratified the CRC. Despite the fact that so many countries of the world have signed the convention, different opinions abound about whether physical and humiliating punishment at home and schools, as well as other settings should be allowed or not, in order to discipline the child and help her/him to grow into an adult with positive values, attitudes and skills.

Many studies to assess impacts of CHP on children in schools have been conducted, and none of them have proved that CHP produces long term positive impacts. Instead, it has been found that corporal punishment not only violates a child's fundamental rights to dignity and safety, but also interferes with schooling and the development of both capacity and personal growth.

Save the Children describe corporal punishment as "Physical and humiliating/degrading punishment consists of punishment or penalty for an offence, or imagined offence, and/or acts carried out for the purpose of discipline, training or control, inflicted on a child's body, by an adult (or adults) - or by another child who has been given/or assumed authority or responsibility for punishment or discipline." (Save the children, End all Forms of Corporal Punishment; <https://resourcecentre.savethechildren.net/node/2873/pdf/2873.pdf>)

The following is an incomplete list of physical punishment.

- Hitting any part of a child's body, such as beating, hitting, slapping or lashing, with the hand, feet or a cane, stick or belt
- Pinching, pulling ears or hair, twisting joints, cutting and shaving hair, cutting or piercing skin, carrying or dragging a child against his or her will
- Using power, authority or threats to force a child to perform physically painful or damaging acts, such as holding a weight for an extended period, kneeling on stones, standing or sitting in a contorted position
- Deliberate neglect of a child's physical needs, where this is intended as punishment
- Use of external substances, such as burning or freezing materials, boiling water, smoke, excrement or urine, to inflict pain, fear, harm, disgust or loss of dignity
- Having the child perform hazardous tasks as punishment or for the purpose of discipline, including those that are beyond a child's strength or bring him or her into contact with dangerous or unhygienic substances: such tasks include sweeping or digging in the hot sun, using bleach or insecticides, unprotected cleaning of toilets
- Confinement, including being shut in a confined space, tied up, or forced to remain in one place for an extended period of time
- Any other act perpetrated on a child's body, for the purpose of punishment or discipline, which children themselves define as corporal punishment in the context of their own language and culture
- Standing on the desk or chair/stool
- Witnessing any form of violent conflict resolution
- Threats of physical punishment

(Ba-Saddik & Hattab, 2013; Beazley et al., 2006; Feinstein & Mwahombela, 2010; Hyman, 1995).

Humiliating and degrading punishment and attitudes that may hurt the child psychologically may include:

- Verbal assaults, threats, ridicule and/or belittling, intended to reduce a child's confidence, self-esteem or dignity.
- Ignoring the child
- Accusing the child of something s/he may not have done
- Discriminatory attitude
- Passing comments on the child's appearance, clothes and shoes, religion, race, ethnicity, parentage
- shouting
- using tense body language, such as rigid posture or clenched hands
- using degrading, insulting, humiliating, or embarrassing put-downs
- using sarcasm
- attacking the student's character
- drawing unrelated persons into the conflict
- backing the student into a corner
- pleading or bribing
- bringing up unrelated events
- generalizing about students by making remarks such as "All you kids are the same"
- holding a grudge
- nagging
- throwing a temper tantrum
- mimicking the student
- making comparisons with siblings or other students
- commanding, demanding, domination

The above forms of punishment or attitude can be used by any adult, parent, teacher or anyone who is assumed to possess some authority, as well as older children and peers at school.

It has been found that CHP is inflicted upon children for a variety of reasons. These include both academic and non-academic reasons. The former can include not doing homework, not answering or giving wrong answers, or just being slow in comprehending what is being taught. The latter include physical appearance such as dirty clothes or shoes, dirty faces, forgetting books at home etc. None of these falls into the category of misbehavior. Misbehaviour would include talking in class, being disruptive, fighting, not paying attention, talking back, shouting, disobeying any rules of the school such as running in corridors, not listening to instructions of the teacher etc.

The reasons mostly given by teachers and parents for inflicting CHP are: it is a means to improve behaviour, improve learning, instill fear of authority, respect for elders and generally control children's desired attitudes at home and school. However, children in India, Republic of Korea, South Africa, Sudan, Swaziland, the United States, and Zambia have reported being subject to corporal punishment for a range of behaviors. They are given corporal punishment if they do not do their homework, come

late to class, bring mobile phones to school, run in the corridors, sleep in class, answer questions incorrectly, have an unacceptable appearance, use bad language, write in a text book, do not pay school fees, make noise in class, and are absent. Students also said that an entire class may be subject to corporal punishment for the misbehavior of a single student or because an entire class or school performs poorly in examinations. (Elizabeth T. Gershoff; Global perspectives: School Corporal Punishment in Global Perspective: Prevalence, Outcomes, and Efforts at Intervention; Psychol Health Med. 2017 Mar; 22(SUP1): 224–239. Published online 2017 Jan 9.)

The main reasons cited for resorting to corporal punishment in seven elementary schools in Turkey were student misbehaviour, a large number of students and violence in the family, which meant that children expected to receive corporal punishment without which they would not improve their behaviour. (Songiil Kilimci; Teacher's perceptions on corporal punishment as a method of discipline in elementary schools' [http://www.sosyalarastirmalar.com/cilt2/sayi8pdf/kilimci\\_songul.pdf](http://www.sosyalarastirmalar.com/cilt2/sayi8pdf/kilimci_songul.pdf))  
[http://www.sosyalarastirmalar.com/cilt2/sayi8pdf/kilimci\\_songul.pdf](http://www.sosyalarastirmalar.com/cilt2/sayi8pdf/kilimci_songul.pdf)

A study conducted in four cities in the four provinces of Pakistan in 2013 showed a wide prevalence of use of CHP, and the teachers who had experienced it in school and at home, are themselves more inclined to use it. They were aware of alternate methods but did not use them because of lack of motivation and monitoring. (Rafiq Jaffer, Institute of Social Sciences, Why do Teachers Use corporal Punishment in Schools, 2013)

Corporal punishment tends to have a cascading effect. The teacher punishes the child; reports her/him to the head teacher who then does the same and this is then repeated at home for the same act of indiscipline by the child.

The negative consequences of corporal and humiliating punishment have been studied and described widely. Almost all studies agree that it results in lowering of a child's confidence and tends to generate feelings of resentment and inferiority complex. The other effect often cited is that the punishment may backfire by making the child seem to be a hero among his or her peers for improper activities (Erikson, 1999). According to the American Psychological Association Commission on Violence and Youth (1991): "Physical punishment may fabricate compliance for the small time, but if sustained for a longer time it can increase the possibility of hostile and aggressive behavior during childhood and adulthood" (Walt, 1991) (Mohammad Ibrar & Raazia Hasan Naqvi; Corporal Punishment as a means of Discipline – A Case Study of Nowshera, KPK, Pakistan; Pakistan Journal of Criminology, vol 6, No. 2, July-Dec 2014, pp 123-131).

The above study in Nowshera found that 60% of respondent teachers thought that corporal punishment had negative outcomes and 58.5 % believed that it resulted in drop outs. Among students, 63.7 % said that their class fellows had left because of corporal punishment while 51.2 % loved teachers who guided them affectionately.

Rohner (1991: 40-45) proposes that the more a society uses violence for what it perceives to be acceptable results, the greater the tendency for those upon whom the violence is used to perpetuate force to attain their own ends. Thus, corporal punishment may have greater potential for perpetuating itself and producing wider negative effects in society (Pearlin 1989). A violent society therefore means that its adults have been used to violence during their formative years and have grown up with it. The long-term use of corporal punishment tends to increase the probability of antisocial behaviors, such as aggression; adolescent delinquency and violent acts inside and outside the school (Straus, 1991: 205-

206). Consistent use of punishment in harsh ways can have very undesirable, dangerous and long lasting effects on children who may develop negative personality traits such as hatred, developing strong fears and anxieties, obstacles with learning, escapism and avoiding people, places and things that may be associated with harsh punishment. Such children imitate the methods of punishment used by their parents and teachers (Mawhinney and Peterson 1986).

Corporal punishment also has damaging effects physiologically as well as psychologically on children. It not only causes physical pain but also mental disorders, feelings of helplessness, worthlessness, depression, inhibition, aggression, shame and self-doubt, guilt, social withdrawal. Such children might feel inferior, become rigid in their outlook and have low self-esteem. They may lack self confidence. (Pandey 2001). Studies show that, by the time a child is six years old, if s/he is showing aggressive behavior consistently, this will usually persist into adulthood (Eron, Huesmann, & Zelli, 1991).

A study of five high and eight primary schools in the KPK province of Pakistan showed that corporal punishment had resulted in producing barriers to active participation in class, decreasing attendance and increasing dropout rate. Results also showed reduction in student's confidence, creation of fear and hesitation, hindrance towards learning and poor academic performance. It caused pessimism, depression and apprehension. It created inferiority complexes, gave rise to hooliganism and increased aggression. Their personality changes resulted in adoption of violence and rigidity, self pity and hatred towards society. (Dr. Arab Naz, Waseem Khan, Umar Daraz, Mohammed Hussain, Qaisar Khan; Impacts of Corporal Punishment on Student's Academic Performance/Career and Personality Development up to Secondary Level Education in KPK, Pakistan; International Journal of Business and Sciences. Vol 2. No. 12, July 2014)

All adults have a responsibility to end CHP and all forms of negative punishment that might harm a child's development and enable her/him to live in a non violent society. The main reasons why adults should commit to this responsibility are:

- It is a violation of children's human rights. It also endangers their rights to education, development, health and even survival.
- It can cause serious physical and psychological harm to the child.
- It teaches the child that violence is all right to express anger, resolve a problem or just control others to make them do what one wants
- It does not teach discipline. There are positive ways to teach, discipline or correct a child's behaviour.
- If CHP is accepted as a legitimate form of punishment, it makes protection of children difficult, since this implies there are some forms or levels of violence against children which are legitimate. Children are only protected if all forms of violence against them come to an end.

If CHP is common in a society, there is greater likelihood of increase in the use of violence in that society and greater acceptance among people who tend to become immune to it. It also sets up double standards with separate norms for children and adults. It establishes the belief that it is right for children who are weak, to be hit and humiliate, but it is a crime to do so for adults who are stronger.

## **Additional reading**

1. <http://www.child-encyclopedia.com/social-violence/according-experts/corporal-punishment>
2. Orjan Bartholdson: Corporal punishment of children and a change of attitudes- a cross cultural study; Save the Children, 2000.
3. Jennifer E. Lansford and Kenneth A. Dodge; Cultural Norms for Adult Corporal Punishment of Children and Societal Rates of Endorsement and Use of Violence; 2008
4. Muhammad Shahbaz Arif and Muhammad Shaban Rafi; Effects of corporal punishment and psychological treatment on student's learning and behaviour; 2007

## **Sample questions**

1. List different forms of CHP as understood. What are the likely impacts of each?
2. What messages are given to children when they are subjected to corporal punishment? How do they translate these messages into their social behaviour?
3. What do you think is the relationship between rejection and corporal punishment?

## Theme 4

### Session V- impacts of CHP upon children

#### Guidelines for teacher educators

Introduction	In this session, the students will gain understanding of the various types of CHP and the physical, physiological and psychological impacts of CHP. They will appreciate that CHP is not a longer term approach for training a child to become a healthy and productive adult.
Objective	To develop understanding of positive and negative impacts of CHP upon children
Activities	Reflection, brainstorming
Materials	Multimedia, flip charts, cards/stocky notes, markers, tapes/glue
Methodology	Plenary, individual and group work
Time	Two sessions of one hour each
Instructions for educators	
<ol style="list-style-type: none"><li>1. Recap previous sessions</li><li>2. Ask students if they can identify types of CHP. Prepare a list on flip chart</li><li>3. Ask them which ones have they been exposed to.</li><li>4. Ask them to think back of their childhood. What did they feel then?</li><li>5. Divide the feelings into positive and negative impacts</li><li>6. Break up into groups and discuss reasons for impacts</li><li>7. Present the impacts that have not been stated already</li><li>8. Present outcomes from studies</li><li>9. Summarise</li></ol>	



## Theme 5

### Analysing child behaviour and teacher responses

There are many studies related to child psychology that aim to explain reasons for behaviour of children that may seem to be naughty, disruptive, unruly and generally deserving of punishment as perceived by parents and teachers alike.

A study conducted in Scotland quotes words used by children to describe what they felt after being subjected to CHP. Children said they felt: *'Hurt, sore, scared, upset, unloved, terrified, worried, lonely, sad, angry, alone, abandoned, afraid, cross, frightened, sick, stunned, threatened, annoyed, bad, physically abused, hateful, emotionally hurt, unhappy, terrible, ashamed, disliked, confused, embarrassed, resentful, neglected, overpowered, humiliated, grumpy, disappointed, painful, miserable, intimidated, uncared-for, unwelcome, heartbroken, bullied, depressed, worried, shocked.'* (*It Doesn't Sort Anything!*, Save the Children UK, 2001b)

Inherited factors, the environment in which children are exposed to and their own personal needs all influence behaviour of children. If teachers can understand the reasons behind children's behaviour, they can either prevent or correct their behaviour for positive outcomes. A large number of students in a class room can be very intimidating, as has been expressed by teachers all over the world. It is often this fear and frustration and the teacher's lack of skills in how to address this that makes her/him punish the misbehaving children. Since a teacher too is a product of her/his own experiences and environment, reasons for punishing children can be personal, both in the past and present. If they are bored, have had a fight at home or have some issues at school, they can strike back at a child who is unable to respond similarly.

In some cases, an incident may be interpreted as a discipline problem when it is not; for instance, when a child asks a question which may be interpreted as challenging authority or testing the knowledge of the teacher. Most probably the child simply had difficulty in phrasing the question properly and politely. (UNESCO. *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments* Specialized Booklet 1, Bangkok, 2004)

Many educational experts believe that the negative behaviours displayed by children are based on four basic underlying causes: seeking attention, showing power, wishing to take revenge and feeling inadequate with low self esteem. (Dreikurs, R. and Soltz, 1964.)

**Underlying reasons for children’s negative behaviours at home and in school and adults’ response and feeling**

<b>Reasons for children’s negative behaviours</b>	<b>Example</b>	<b>Adult’s feeling and response</b>	<b>Children’s reaction</b>
Attracting Attention	<p><b>Active:</b> playing tricks and jokes on adults or their peers, dressing abnormally, crying, making noise.</p> <p><b>Passive:</b> forgetting or neglecting to do things.</p>	<p><b>Feeling:</b> irritation, anger, sometimes humour, as children can be very funny.</p> <p><b>Response:</b> tending to repeatedly complain at the children to stop.</p>	Temporarily stopping the behaviour before repeating it or starting another behaviour that will attract the adult’s attention.
Showing Power	<p><b>Active:</b> displaying aggression, fighting, challenging, teasing, becoming disobedient and uncooperative.</p> <p><b>Passive:</b> stubborn, resistant</p>	<p><b>Feeling:</b> angry, provoked, as if their power is challenged</p> <p><b>Response:</b> a tendency to punish, counter-attack or give in.</p>	If the adult uses his or her own power to respond, the child may resist more strongly or reluctantly obey, making their reluctance obvious. This may escalate into a power struggle between the adult and the child. If the adult gives up, the child will usually stop the behaviour.
Revenge	<p><b>Active:</b> harm or hurt somebody, become rude, violent, destroy things</p> <p><b>Passive:</b> look at other people with resentment and/or disdain.</p>	<p><b>Feeling:</b> the adult may feel hurt or rejected by the child</p> <p><b>Response:</b> adult tends to retaliate or reconcile.</p>	The child continues to retaliate by enhancing negative behaviour perhaps by doing something destructive or saying something hurtful or finding another ‘weapon’. This often escalates to a cycle of revenge between the adult and the child
Express feelings of inadequacy	<p><b>Passive:</b> give up on tasks easily, do not make any effort, do not participate. Skip</p>	<p><b>Feeling:</b> adults are depressed, disappointed, may ‘give up’ on their</p>	Drug-addicted children may be taken for detoxification

	<p>or drop out of school. Escape through alcohol and drugs.</p>	<p>child. <b>Response:</b> tend to agree with the child that there is no solution. Give in to the child.</p>	<p>and rehabilitation. The child has a passive reaction or no reaction at all against any measures of the parent. No improvement. He hopes that the adult will give up and leave him or her alone</p>
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(Positive Discipline Training Manual, Plan International 2009)

**Attracting Attention:** Children always wish to feel important and to do so, they seek attention. If a child cannot get attention through academic performance, s/he will try to attract attention in other ways such as disrupting the class. As a result, adults give it more attention, either by punishing the child, or by praising it. Thus, the child gets what s/he wanted and will repeat the behaviour.

**Showing power:** Even a very small child is aware that s/he wields power, both at home and in school and can make people do what it wants. As children begins school and meet new people, the desire to test this power increases. Some children feel that they become important only when they can manipulate others. They measure their self worth through challenging adults and the boundaries that they believe have been established for them. The constant testing of limits may cause adults to become frustrated or angry. Adults, especially those who take the view that children should be obedient and should not oppose their authority may feel the need to punish the child.

**Revenge:** Children may feel that they are not loved, respected or fairly treated, especially as compared with their siblings or class mates. They may thus wish to retaliate against peers, parents or teachers. A child that has suffered real or imagined hurts may seek revenge through angry words and/or actions, anger and withdrawal or refusal to cooperate. These children may ultimately become depressed.

**Expressing feelings of inadequacy:** Children may think that they have not met the adult's expectations and so will give up and hope that they will be left alone. They may withdraw in order to avoid failure whenever it feels that a given task is beyond them. Teasing children, comparing them with others or trying to provoke them might make them feel even less valued and less capable. (Positive Discipline Training Manual, Plan International 2009)

Most children are likely to demonstrate more than the above behaviours.

Teachers can determine the real reasons behind their behaviour and therefore respond accordingly by assessing their own feelings. If they feel irritated or bothered, the child is probably trying to get their attention; if they feel angry, perhaps the child is trying to test his or her power. If they feel hurt, the child may be trying to get revenge; if they feel discouraged and exhausted, the child may be trying to express its feelings of inadequacy through avoiding the teacher or the work.

## **Additional reading**

1. Rudolf Dreikurs and Vicki Soltz: Children: The Challenge
2. INTO Guidance on Managing Challenging Behaviour in Schools: Irish National Teacher's Organisation
3. Philip Garner: Challenging Behaviour in the Classroom- Learning to Cope
4. <https://childmind.org/article/improving-behavior-classroom/>

## **Sample questions**

1. What are different types of disruptive child behaviour that you may have observed in the classroom?
2. What could be the driving factors behind such behaviour?
3. How would a teacher feel about each type of behaviour? What would be her/his response?
4. How would the child respond?

## Theme 5

### Session VI

#### Analysing child behaviour and teacher responses

##### Guidelines for teacher educators

Introduction	This session analyses the reasons why children misbehave and what do adults feel and how they respond.
Objective	To understand the driving factors behind a child's misbehavior and adult responses that may lead to CHP.
Activities	Reflection, brainstorming
Materials	Multimedia, flip charts, markers
Methodology	Plenary, group work
Time	Two sessions of one hour each
Instructions for educators	
<ol style="list-style-type: none"><li>1. Recap</li><li>2. Ask students about different forms of children's misbehavior. What are the reasons for each?</li><li>3. How do teachers feel when they observe these behaviours?</li><li>4. How do teachers respond?</li><li>5. How do children respond?</li></ol>	
In above, ask students to reflect on their own childhood experiences.	
<ol style="list-style-type: none"><li>6. Present points from above</li><li>7. Summarise</li></ol>	

## Theme 6

### Classroom management

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organised, focused, attentive, interested in the work, and academically productive during a class. One of the main techniques is to maximize behaviour that enhances and improves learning. Effective teachers demonstrate strong classroom-management skills, while the inexperienced or less effective teacher would generally have a disorderly classroom with students who are not working or paying attention.

A more traditional form of classroom management is when students comply to orders of teachers, obeying rules and instructions that teachers may give to make sure students are sitting in their seats, following directions, listening attentively etc. A modern view of classroom management includes everything that teachers may do to facilitate positive changes in *behaviour* (a positive attitude, happy facial expressions, encouraging statements, the respectful and fair treatment of students, etc.), *environment* ( a welcoming, well-lit classroom filled with intellectually stimulating learning materials- posters, crafts, books, pictures that are organised to support learning activities), *expectations* (the quality of work that teachers expect students to produce, the ways that teachers expect students to behave toward other students, the agreements that teachers make with students), *materials* (the types of texts, equipment, and other learning resources that teachers use), or *activities* (the kinds of experiences that teachers provide to involve students to promote their interests, passions, and intellectual curiosity). Poorly designed lessons, shabby and dark rooms, uninteresting learning materials, and unclear expectations contribute to student disinterest, increased behavioral problems, student truancy and drop out and unruly and disorganized classes. Thus, classroom management skills are an essential part of the effective teacher's repertoire and are closely linked with preventing CHP. (The Glossary of Education reform: <https://www.edglossary.org/classroom-management/>)

Teachers manage resources: location, materials, environment, and, most importantly, small children, in order to produce the best results in terms of good human beings with learning and skills. Effective teachers are those who are able to manage well and lead by example, instead of controlling or, worse, de-motivating children through lack of management skills.

The types of classroom management techniques used by teachers would vary with the age, intellect and levels of maturity of the children. The strategies used for 6-10 year olds cannot be used for very small or older children. Thus it is essential for teachers to understand how children develop in their cognitive and mental skills as they grow from one age into another.

### Additional reading

1. Classroom Management COURSE GUIDE Associate Degree in Education/ B.Ed. (Hons) Elementary 2012
2. Emilia Ahoa , Hanna-Leena Haverinena , Hannu Juusob , Seppo J. Laukkac , Ari Sutinena; Teachers' principles of decision-making and classroom management; a case study and a new observation method, 2010
3. [http://www.usu.edu/ata/docs/classroom\\_management.ppt](http://www.usu.edu/ata/docs/classroom_management.ppt)

## Sample questions

1. How does a teacher's personality influence her/his classroom management style?
2. Is a very quiet class the best one and most desirable? Discuss reasons for your answer.
3. What are possible class room management techniques for very young and older children?

## Guidelines for teacher educators

Introduction	This session describes how teachers need to manage their classrooms.
Objective	To develop understanding of the flexible and attractive class rooms for children and how teachers can develop strategies.
Activities	Reflection, brainstorming, group work
Materials	Multimedia, flip charts
Methodology	Plenary
Time	60 minutes
Instructions for educators	
<ol style="list-style-type: none"><li>1. Recap</li><li>2. Ask students about the types of classroom management</li><li>3. How do children respond to the different types?</li><li>4. Present points from above notes</li></ol>	
In all of above, ask students to think about their own child hood experiences.	
<ol style="list-style-type: none"><li>5. Summarise</li></ol>	

## Theme 7

### Stages of child development

Children who come to school normally spend more than half of their waking time there. The period of time that they spend in school is usually between the ages of 3-18, which is the most critical and formative age for their physical, emotional, cognitive and social development. Physical development involves development of their body, brain, health and movements. Cognitive development refers to their ability to understand and assess their environment, analyse and solve problems, think, remember and process knowledge. Emotional development refers to their feelings and emotions and how they

respond to these as well as how they control their impulses. (Positive Discipline Training Manual, Plan International 2009)

Social development is their recognition of being part of a group and society, their interactions and the relationships they form with various people. These developments form the basis of how they behave in future as responsible, kind, intelligent and productive adults.

When they are first inducted, in pre-primary or early education class, children have been brought from the comfortable environment of their homes and the love and security of their parents into a totally alien ambiance, with new faces and new rules. Here, they are no more the single focus of their parents, but one of many, most of whom are strangers to them. The teacher appears to them a towering, fearful personality who gives them orders, makes them sit in foreign surroundings and gives them things to do. They are no longer allowed to behave in the manner they do at home and are no longer cuddled, petted, fed or out to bed with the familiar and warm touch of the mother.

Teachers have an extremely important role to play in the growth and development of children. Unfortunately, many teachers assume that their responsibilities are no more than to ensure that children cram the syllabus, are controlled in class and disciplined according to any method that may work in the short term and give them as little trouble as possible. They would like to have complete silence and attention, answers to questions they might ask and behaviour, the principles of which they have determined. Thus, they would like children to do their bidding as if they were programmed robots. While this may have worked in a previous age, today's children respond differently. If thus treated, they either emerge from school as if they were uneducated, or unruly and aggressive adults. Individuals who aim to be good teachers must develop an understanding of child behaviour throughout their growth phases and possess the skill to recognise the motivation behind an aspect of behaviour that may seem to be disruptive or naughty but is, in reality, the desire of the child to test her/his boundaries or seek attention.

Every child is different from the other. We often make the serious mistake of expecting children to be from a single mould and therefore comparing one with the other. This can have damaging effects on children, promoting jealousy, envy, hatred and apathy.

At pre-primary level, children are usually 3-5 and at primary, 5-10 years old. At the first age, they are in the playing and curious age, where they wish to explore, ask questions and seek attention. Between 5-10 years, a child's personality becomes almost fully developed and her/his behaviour will determine future outcomes, both in learning and in personal growth. Children between 11-14 years are in their preteens and in difficult adolescent years. This is the age of extreme emotions, bursts of temper and strong relationships with friends. This is the age when envy of others and feelings of competition with class mates increase and such feelings are enhanced as the child goes into its late teens.

A fear free environment can best be created by the teacher's ability to understand mistakes made by children as being a natural and even necessary part of child development. Children are very sensitive to making mistakes and to how adults, especially teachers react to them.

To provide children an atmosphere in which they can grow and be groomed properly, teachers must be able to create a fear free class room which treats children as participants in the teaching and learning process and which makes it fun and enjoyable. The school should become a place to which children go with eagerness and the teacher a loving alternative to a parent who nourishes the child's personality. A

fear free class room would be one in which the child feels safe; loved; valued; understood and shown empathy and respected. Teachers can ensure that such an environment makes the children feel:

**Safe:**

- In being away from the familiar environment of home
- Understand right from wrong and how their mistakes can have bad repercussions
- Understand that they will not be hurt
- There is an atmosphere of kindness and trust

**Loved:** be warm, kind and smile always; be sympathetic

**Valued:** seek their opinions; praise them for good manners, cleanliness, work

**Respected:** take their names properly, do not discriminate, give equal attention

Teachers can become very effective if they can transform their short goals of getting children to pass exams to the long term objectives of helping them grow into responsible adults. This can be done by providing warmth, which is a combination of the above four strategies of providing safety, love, value, and respect to children. When this is woven together with a structure, the information and systems which they would need to perform well in studies and to behave well, a complete teaching process is created.

“When students know what is expected of them, and believe they will get the information needed to meet those expectations, they become more confident in their learning ability and they want to learn more. They are less confused and less frustrated, so they can focus their concentration on their learning. Their success gives them positive feelings about school and the subject being taught. And their behaviour improves.” (Joan E. Durrant, Positive Discipline in Every Day Teaching, Guidelines for Educators)

### **Additional reading**

1. <http://www3.lancashire.gov.uk/corporate/web/viewdoc.asp?id=127243>
2. <https://www.pearsonschoolsandfecolleges.co.uk/feandvocational/childcare/btec/btecfirstchildrencarelearninganddevelop/samples/samplematerial/ucd%20unit%201.pdf>
3. Denise H. Danielsa,, Lee Shumowb; Child development and classroom teaching: a review of the literature and implications for educating teachers; 2002

### **Sample questions**

1. Why is it essential for teachers to understand stages of child development?
2. What are differences in mental development of children who are five and 10 years old?
3. How does the external environment in the school influence a child's development?

## Theme 7

### Session VII Stages of child development

#### Guidelines for teacher educators

Introduction	This session describes the development stages of a child and her/his basic needs.
Objective	To develop understanding of the formative years of a child as s/he grows into an adult and how her/his needs grow and change.
Activities	Reflection, brainstorming, group work
Materials	Multimedia, flip charts
Methodology	Plenary
Time	60 minutes
Instructions for educators	
6. Recap	
7. Ask students about the purpose of teaching	
8. Spend some time discussing short and long term goals of teachers	
9. Ask students about age groups of children and break up into five groups: one group discusses needs of children between 1-3; another of 4-6; a third of 5-8 and the fourth of 9-12; the fifth on 13-18.	
10. Ask each group to present discussions and extract needs equivalent to safety, love, value and respect.	
11. Discuss what each of these terms means	
12. Present points from above notes	
In all of above, ask students to think about their own child hood experiences.	
13. Summarise	

## Theme 8

### Breaking CHP myths

Reasons that are often cited for CHP are merely myths that have been created to satisfy oneself and to justify the inflicting of CHP. Let us see what these myths are and how do facts support them.

- It is effective and produces results. There is no other equivalent that acts as both a punishment and deterrent in the same way.

The fact is that teachers may get some results but only in the short-term. Corporal punishment teaches children to do what the teacher says, but only while s/he is around. It teaches them to lie to avoid being hit or punished in some other degrading manner. By creating a sense of distrust and insecurity in the child, it destroys the teacher-child relationship. Children become angry at why someone who is supposed to teach and care for them is instead threatening, beating, or insulting them. The teacher may think that s/he is using an effective method, but it is only temporarily frightening the child to submit to authority.

- It can be used quickly. The pupil can then continue with his or her learning, unlike other forms of punishment, such as suspension from school, when they miss school time and their education is damaged.

The teacher is responsible to take time to discuss behavioural issues with the child and to develop a mutually beneficial relationship. Suspension from school is the last resort when all else has failed but methods of positive discipline as described below can also be used quickly and more effectively both in the short and long term.

- It is an effective use of time, unlike other forms of punishment, such as detentions, when hours of staff time can be wasted supervising students who have misbehaved.

This is again an excuse for teachers who would rather control children and achieve desired results through authority and fear, than spend time in thinking through the reasons for the child's misbehaviour and how to respond best to it.

- I was given corporal punishment and turned out well. Why should it be different for children of today?

This actually might be a convenient loss of memory. Such people may have felt fear, anger, and mistrust from being hit by parents or teachers, but they use this argument to reduce the guilt they have for using corporal punishment on the children today. In their minds, they are defending their violent actions against their children. However, the very fact that they support it means that they are perpetuating the cycle of violence and similarly these children are more likely to perpetuate the violence for generations to come. In addition, what used to be good for previous generations may not be so for present or future generations.

- There is no other way to control badly behaved children.

In reality, this is the lazy way out. Because development of a trusting relationship requires time and effort, people who claim this are really saying that they do not wish to be bothered with the real task of teaching- that of developing children into healthy and responsible adults.

- [CHP teaches obedience](#)

Why is obedience so important? Times are different and children should be encouraged to be curious and ask questions with respect. CHP prevents children from critical and innovative thinking.

- [It is the only way I can control the children in my class. I have too many!](#)

Teachers who have to manage large classes do get frustrated, but this is because there are no rules or routines and children do not know what is expected of them. They are not aware of what misbehavior is, what will be the teacher's responses and what consequences it may lead to. Not telling the children how the teacher would like to conduct the class and what the ground rules are usually is the result of lack of knowledge of class room management techniques, but equally, because the teacher does not wish to spend time in making the effort to establish the rules and explain to the children.

- [Corporal punishment is a part of our culture.](#)

Corporal punishment is sometimes defended as a part of one's society, and the idea of alternatives to physical punishment being a "Western" concept that doesn't consider Asian values. Our societies depend upon age-related status hierarchies and the idea that the young should respect, serve, and obey older people including teachers. However, CHP is not connected to Asian culture at all. Violence through corporal punishment actually goes against Asian values. It destroys the mutual love and respect between student and teacher and student-student relationships. Rather than corporal punishment, traditional ways can be used as alternative forms of discipline, for example, when respected adults provide a model of good and nonviolent behaviour, which is then imitated by their children.

## Additional reading

1. <https://www.nospank.net/pta.htm>
2. Ten myths about spanking children; Murray A. Straus
3. Choking childhood: School corporal punishment in India, 2018
4. <http://www.aca.org.hk/posppr/1.pdf>

## Sample questions

1. Why do you think corporal punishment is so rampant in Pakistan? Give arguments both in favour and against CHP?

## Guidelines for teacher educators

Introduction	This session describes the various myths that people repeat in support of CHP
Objective	To develop understanding of the myths and facts related to CHP
Activities	Reflection, brainstorming, group work
Materials	Multimedia, flip charts
Methodology	Plenary
Time	60 minutes
Instructions for educators	
<ol style="list-style-type: none"><li>1. Recap</li><li>2. Ask students about what are some of the commonly stated reasons for CHP</li><li>3. Present each myth and ask about the real reason behind each.</li></ol>	
In all of above, ask students to think about their own childhood experiences.	
<ol style="list-style-type: none"><li>4. Summarise</li></ol>	

## Theme 9

### Discipline vs. Punishment

Discipline is the practice of teaching or training a person to obey rules or a code of behaviour in both the short and long terms.

Punishment is aimed at **controlling** a child's behaviour, while discipline is meant to **develop** a child's behaviour. Discipline teaches a child self-control and confidence by focusing on what the child should be learning and what s/he is capable of learning. The ultimate goal of discipline is for children to understand their own behaviour, take initiative, be responsible for their choices, and respect themselves and others.

## Punishment vs. Discipline

<b>Punishment is</b>	<b>Discipline is</b>
Being told only what NOT to do Reacting harshly to misbehavior	Giving children positive alternatives Acknowledging or rewarding efforts and good behaviour
When children follow rules because they are threatened or bribed	When children follow rules because they are discussed and agreed upon
Controlling, shaming, ridiculing	Consistent, firm guidance
Negative, disrespectful of the child	Positive, respectful of the child
Physically and verbally violent and aggressive	Physically and verbally non-violent

(UNESCO. Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments Specialized Booklet 1, Bangkok, 2004)

Punishment focuses on what a child has done wrong and is based on the principle that a child must suffer in order to understand what s/he has done and be discouraged from repeating the offence. Because physical punishment is often used by people whom children love or admire or those in authority, children tend to believe that there is a link between love, admiration and violence and whoever is more powerful is entitled to violence.

Physical and humiliating punishment does sometimes obtain immediate obedience from children, but this easy solution for parents and teachers is not to the advantage of children. It can damage the child's development. Children may comply with adults' wishes immediately after being hit or ridiculed, but young children frequently do not remember why they are hit, and children will only refrain from the misbehaviour if they face an imminent threat of being hit. Older children may carry the scars of such punishment throughout their lives. This sort of punishment does not help children to *want* to behave, or teach them self-discipline or promote any alternative behaviour.

Positive discipline, on the other hand, assumes that children inherently want to behave well, but need help in understanding clearly why and how to do so. It works on the principle that children learn more through co-operation, encouragement and rewards, than through conflict and punishment. It also builds on the idea that when children feel good, they tend to behave well and when they feel bad, they are likely to behave badly.

As opposed to positive discipline that supports and helps the child to change her/his behaviour in the long term and to take responsibility for it, negative discipline has similar but not as serious impacts as CHP. Negative discipline is a form of punishment meant to control a student's behaviour, but usually it involves only short verbal commands or statements and does not lead to an obvious or severe penalty, such as being hit or painfully humiliated. Teachers who do not use corporal punishment may use negative discipline approaches instead. But like corporal punishment, these also can cause children to become angry and aggressive or have low self-esteem. They also create negative vibes between the teacher and the child, and are thus barriers to development of positive relationships between the two. Negative punishment includes:

- Commands : "Sit down and be quiet!" "Write 100 times, 'I will not talk in class'".
- Don't statements : "Don't throw things on the floor!"
- Angry and threatening statements : "If you don't stop, I will hit you."
- Criticizing statements : "How many times do I have to tell you? You have got it wrong again."
- Belittling statements : "When will you ever learn to write well?" Why can't you do a simple sum?

## Positive vs. negative discipline

<b>Positive Discipline is</b>	<b>Positive Discipline is NOT</b>
<p>Helping children develop self-control over time</p> <p>Communicating clearly</p> <p>Respecting children and earning their respect</p> <p>Teaching children how to make good decisions</p> <p>Building children's skills and confidence</p> <p>Teaching children respect for other people's feelings</p>	<p>Letting children do whatever they want</p> <p>Having no rules</p> <p>Punishment including hitting and shouting</p> <p>Quick reactions to situations</p>

(UNESCO. Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments Specialized Booklet 1, Bangkok, 2004)

## **Additional reading**

1. Toni Cummings; Classroom Discipline (Positive/Negative); 2013
2. Allison Stevens; Positive Discipline as a Part of Effective Classroom Management; 2018
3. <https://education.seattlepi.com/classroom-management-punishment-vs-discipline-4051.html>
4. [https://en.wikibooks.org/wiki/Foundations\\_of\\_Education\\_and\\_Instructional\\_Assessment/Classroom\\_Management/Positive\\_Discipline](https://en.wikibooks.org/wiki/Foundations_of_Education_and_Instructional_Assessment/Classroom_Management/Positive_Discipline)

## **Sample questions**

1. What are the consequences of punishment and discipline on a child's misbehaviour? How are they different?
2. Why would adults apply punishment rather than disciplinary measures?
3. How can discipline be positive or negative? What differences does each have?

## Theme 9

### Session VIII

#### Positive vs. negative discipline

##### Guidelines for teacher educators

Introduction	This session clarifies the ways in which discipline differs from punishment and how it is more effective in the long term for child education and development. It also distinguishes between positive and negative discipline.
Objective	To develop understanding of discipline vs punishment and how it may be used effectively
Activities	Reflection
Materials	Multimedia, flip charts, markers
Methodology	Group work, plenary, presentations
Time	Two sessions of one hour each
Instructions for teacher educators	
<ol style="list-style-type: none"><li>1. Recap previous sessions</li><li>2. Ask students what their views were at the beginning of the session. See if any of their statements falls into any of the myths stated above.</li><li>3. Ask how they see differences between discipline and punishment.</li><li>4. Break into two groups and ask them to take a case study each of a teacher using either punishment or positive discipline method. What would be the response of the children?</li><li>5. Ask for examples of negative punishment? Can they recall their own experiences?</li><li>6. Use presentation based on material above.</li><li>7. Summarise</li></ol>	

## Theme 10

### Techniques of positive discipline: preventive, curative

#### Seven Principles for Positive Child Discipline

Seven principles have been cited as being necessary to develop skills for positive discipline. These are attitudes and behaviours of teachers that they must develop in order to give up CHP and use alternative positive methods instead.

1. Respect the child's dignity
2. Be willing to develop the child's positive social behaviour, self-discipline, and character
3. Maximize the child's active participation
4. Respect the child's developmental needs and quality of life
5. Respect the child's motivation and life views; if these are negative, aim to understand reasons
6. Assure fairness (equity and non-discrimination) and justice
7. Promote solidarity

( Power, F. Clark and Hart, Stuart N. "The Way Forward to Constructive Child Discipline," in: Hart, Stuart N (ed.), Eliminating Corporal Punishment: The Way Forward to Constructive Child Discipline. Paris: UNESCO Publishing, 2005).

#### Positive Discipline Techniques in the Classroom

Positive discipline has both preventive and corrective measures. The former involves setting up rules in the class which can be developed with participation of students if they are slightly older. These can include, for example:

- Having books, sharpened pencils and other necessary items ready
- Greeting the teacher (first the teacher should set an example by greeting the children)
- Paying attention and keeping silent during class
- Raising hands when something is not clear
- Raising hands to visit the toilet
- Giving space to each other: not pushing or shoving
- Saying please and thank you
- Agreeing on how they should be disciplined if anyone of them violates the rules

Some of the above rules can be established even if the children are young, by repeating them over and over again and having the children repeat them. If students are involved in making these class rules, writing them down and hanging them on the wall, they are more likely to follow them and also motivate each other to do the same. Whenever there is a deviation, the teacher can point to these rules and ask a student to read out the relevant rule.

Specifically, positive discipline has the following techniques (Adapted from an article called: "A Primer on Classroom Discipline: Principles Old and New" by Thomas R. McDaniel, Phi Delta Kappan, September 1986):

- Focusing on the appropriate behaviour required: “Everyone quiet down now, please” , instead of “No talking!” The teacher should wait until everyone has become quiet and not try to shout. Otherwise children get the idea that inattention is acceptable and that it is all right to talk during the lesson.
- Giving information: begin each class by telling the students exactly what will be happening and what the children will be doing that day. An effective way to give an incentive to children to become quiet is to say that some time may be given at the end of class to chat, have some fun activity or even play a game.
- Circulate in the classroom: The teacher must never stand or sit in one position for long. S/he should get up and get around the room and see what the students are doing. An effective teacher will make a round through the whole room about two minutes after the students have started a written assignment. S/he checks that each student has started, that the children are on the correct page, and that everyone has put their names on their papers. The teacher should give individual attention as far as possible. Even while explaining something, or having a child read out a passage from a book, the teacher should walk around the room. The teacher should not interrupt the class or try to make general announcements unless s/he notices that several students are having difficulty with the same thing. The teacher should use a quiet voice and students will appreciate the personal and positive attention.
- The teacher should thus show students the behaviour which s/he wants from them by adopting the same behaviour. If the teacher is polite, soft, quick, enthusiastic, in control, patient and organised, s/he will help students follow this example. If, on the other hand, s/he asks for a certain behaviour but fails to behave in that way, students will be confused.
- Manage the environment of the classroom. Use more colours for younger children and change the setting occasionally with involvement from children.
- The teacher should give assertive and positive messages when a student is misbehaving and focus on what the student should do, and not on what s/he should not do. For example, the teacher should say: “I would like you to...” or “I need you to...” or “I expect you to...” .
- Explain to the misbehaving child what her/his misbehavior is doing. For example, First, include a description of the child’s behavior. “When you talk while I talk...” Second, relate the effect this behavior has on other students and the teacher. “...it stops others from hearing me...” And third, let the student know the impact “...and this means that I have to stop teaching and waste time.”
- Use classroom rules that describe the desirable behaviors instead of listing things the students cannot do. Instead of “no-running in the room,” use “move through the building in an orderly manner.” Instead of “no fighting,” use “talk about your problems to settle them.” Instead of “no gum chewing,” use “leave gum at home.” Refer to the rules that everyone has agreed to. Let your students know this is how you expect them to behave in your classroom.

- Give praise and reinforce and encourage correct behavior: thank the class, eye contact, a nod, a smile, an extra five minutes of play time at the end of the day, mention a success in front of the class or school. When rewards are used, they should always be immediate and small, yet gratifying. This process is effective for individual children. It can also be effective for groups of children, especially for classes with a large number of children. The children feel that they are a “winning team” (the class as a whole) and the teacher praises each child’s efforts in being a good team member.  
(<http://www.honorlevel.com/x47.xml> 9/15/2012)
- Story telling is good technique for class room management and for instilling values and good manners, while ensuring that children are having a good time. The teacher can tell a short story, often related to the behavior of children (without naming any child) and ask children about the moral of the story.
- If at all necessary, send the child to sit in a corner for a few minutes and then call her/him back, first telling her/him the reason why this “punishment” is being given
- If the child persists in bad behaviour, write a x on a piece of paper and tell the child that if s/he behaves well throughout the period, you will throw away the paper
- When the child who has been positively punished, then behaves well, give some small praise

Using the above approach would mean that:

- When children behave well they are rewarded with attention and praise
- It is always the behaviour that is criticized and defined as wrong, not the child
- Bad behaviour is given as little attention as possible, and it is not rewarded
- Limits or rules are clearly stated and consistently enforced in a non-violent way, so that the child understands what is expected of him or her. Requests are framed positively – ie, there are more do’s than don’ts
- Children are treated fairly and with respect
- Discipline has a clear and proportional relationship to the behaviour that requires changing
- Small punishments which are neither physical nor humiliating can be used.

Remember: Catch students doing the right thing and reward them immediately. This is the core of positive discipline.

Positive discipline can fail if:

**The student, or the entire class, is not rewarded quickly enough. It would be useful to keep in mind a 4:1 ratio. The teacher should notice a student, or a class, doing something correctly/well four times for every one time you find them doing something incorrectly. By using this four to one ratio consistently, the teacher shows her/his students that correct behavior is noticed and rewarded immediately. (Positive Discipline in the Inclusive Learning Friendly Classroom)."**

**Case studies of behaviour management** (adapted from <https://classroomcaboodle.com/teacher-resource/classroom-discipline-case-studies/>)

### **1. Shazia: a would be bully**

Shazia was an eight year old girl, small for her age, trying to become a gangster, with her hands on her hips, sway of her shoulders and a mean voice. How should a teacher deal with her and provide her an environment which she feels safe in and not a place where she needs to act out a drama?

1. Have a series of one to one talks to find out more about her.
2. Tell her that she really looked nice if she walked quietly and steadily.
3. Include her in conversations in class in which she could contribute.

She soon learned that size does not matter.

What other techniques could have been used?

### **2. Adnan- a ten year old overweight**

Adnan was repeating the class. He was older and taller than his class mates and was given to disruptive behaviour, talking and generally not paying attention. He thought he was useless. He was also better at maths than most other children.

1. Bring his desk closer to the teacher's table to keep him away from other students.
2. Give him chores as your helper. Moving furniture around, carrying heavy books, lifting something from a top shelf. This made him believe that his size was beneficial to class, not something to be embarrassed about.
3. Ask him to help out fellow students on specific math problems.

Adnan soon developed confidence.

What other techniques could have been used?

### **3. Nasir- the fighting kid**

Nasir was a belligerent seven year old, always ready to pick a fight, get children who were not doing well in class with him and whisper, pass pieces of paper around and refuse to do assignments.

1. Tell Nasir that he was to become an island along with yourself. Draw some palm trees on paper and stick this on his desk close to the teacher's table.
2. Talk to him briefly about anything that interested him.
3. If he violated class rules, ask him why he thought he had done so and if that was the correct thing to do.
4. Each time he did something good, praise him and ask him to draw an additional palm tree.

Nasir's attitude became more positive and he became better at learning.

What other techniques could have been used?

### **Raj: angry and explosive**

Raj was an angry boy with an explosive temper. He would throw chairs and get under a table and refuse to come out. He was smart and capable of doing all school work. He needed a stable person he could trust and talk to.

His crisis moments could be dealt with by giving him choices on his behaviour. For example: "You have a choice. You can stay under the table to wait for your father or sit at your desk."

Gradually, this can become: "Raj, you can choose to have a moment to calm down and stay with us or get angry outside until I come and talk with you."

Raj soon developed trust and was able to talk out his issues.

Some tips from teachers who have handled problem tough cases.

1. Do not give up on any child. Develop a discipline method for different children and continue the same.
2. Children grow within one year. If something has not worked in the beginning, it may do so later.
3. Desk location is important. If you do decide to bring the child closer to your table, the reason must be so that s/he can be more influenced by you and given additional guidance. It should never be only punitive.
4. Give choices to children. "You can either choose to complete your work in this corner or in "a teacher's (name) class. But you cannot rejoin this class until you have completed the task and given an apology to your class mates."
5. Be flexible for extreme misbehavior. Do not send children to the principal's office for scolding or other punishment. But inform the class that the child is having problems in meeting expectations of class and needs attention and help from everyone.
6. Involve the class. Constantly explain what is required of class in terms of behaviour and if anyone violates these rules, how can they be helped.
7. Do not use words of blame. Instead, say "Raj is having trouble to meet expectations. So for the next one month, his desk will be close to mine so that I can help him better."
8. Tell class that it is normal to find it difficult to control our behaviour at times. As a teacher, it is your job to support.

9. Tell class how they can help. "You can help Raj by telling him politely to remain quiet during class. Thank him when he is working well."

### **Additional reading**

1. Jane Nelson: The Positive Discipline Workbook; 2015
2. <http://www.teachhub.com/classroom-management-try-positive-discipline>
3. João Lopes and Célia Oliveira; Classroom discipline: Theory and Practice; 2017
4. David Osher, George G. Bear, Jeffrey R. Sprague, and Walter Doyle; How Can We Improve School Discipline? 2014
5. Makwarela David Dzivhani; The role of discipline in school and classroom management; 2000

### **Sample questions**

1. Effective classroom management is possible only through punishment. Comment and discuss your answer.
2. What are the most useful techniques of positive discipline in the classroom?
3. Identify a case study of misbehavior and develop techniques to address the same.

## Theme 10

### Session IX Techniques of positive discipline

#### Guidelines for teacher educators

Introduction	This session explains the differences between positive and negative discipline, and spells out the various methods that may be used for effective positive discipline.
Objective	To develop in-depth and practical understanding of how positive discipline may be administered,
Activities	Reflection, brainstorming, case study
Materials	Flip charts, multimedia, markers
Methodology	Plenary, group work
Time	Two sessions of one hour each.
Instructions for educators	
<ol style="list-style-type: none"><li>1. Recap previous sessions</li><li>2. Ask students about some preventive and some corrective positive discipline methods.</li><li>3. Present the techniques given above</li><li>4. Break up into two groups and give two case studies of misbehavior a) by a single student; b) by a group of students. Ask groups to come up with suggestions on the positive discipline methods they would use. What are the likely results? What would have the results of CHP had been administered?</li><li>5. Discuss the given case studies in the manual. What alternate techniques could be used?</li><li>6. Summarise</li></ol>	

## **Assessment of results**

It takes time and consistent effort to move away from CHP and adopt positive discipline methods that are effective. If teachers are provided the environment, in terms of school policy, principal's support and experiences of other teachers, this effort may become easier. Even in absence of these, an individual teacher can make a resolve to employ these techniques and to consciously watch her/himself to avoid or correct the tendency towards using CHP.

Teachers need to consistently and frequently use these techniques and slowly develop their skills. They can ask their colleagues and keep a notebook in which they can record the number of times they felt anger and frustration, had to catch a student doing something incorrect and noticed students doing something correct. If, over a month or more, the latter increases, they are improving. Also, they will find more satisfaction themselves, satisfied and happy students and better academic results.

Positive discipline should be introduced in schools through training of the head teachers, principals and parents. However, any of these groups can begin the process and the rest could follow. A school positive discipline policy could be developed to facilitate the process and assessment of results.

A survey of the school/s may be conducted, especially of students to assess to what extent is positive discipline being used and the impacts upon children.

## **Follow up by teacher educator**

Follow up of the course can be conducted by teacher educators through various methods.

1. Create a Whatsapp group for teachers of a given session to share experiences and seek guidance
2. Conduct a refresher course after one year
3. Be available to teachers on phone or email
4. Seek inputs from principals and head teachers on teacher performance

## ***Annexures***

**I: References**

**II: Pre training assessment questionnaire**

**III: Post training evaluation form**

## Annexure I

### References

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## Annexure II: Pre-training assessment questionnaire

Name:

Gender:

Age:

Qualifications:

Institution:

Have you heard of corporal punishment? Yes/No; If yes, where?

Have you heard of humiliating punishment? Yes/No; If yes, where?

Are you aware of any policy/law about corporal punishment? Which one/s?

Have you ever been trained in any topic related with children? Yes/No: If yes, which ones?

What are the three main reasons for your wish to be a teacher?

Have you observed/experienced corporal and humiliating punishment?

What are your views on corporal and humiliating punishment? Choose one or more of the following:

- It is necessary for children because they must be obedient
- Children respond to it better
- I was exposed to it so there is no harm in it
- Everyone does it: it is part of our society
- Parents do it; so why not teachers?
- There is no other alternative
- Any other reason?

### Annexure III- post training assessment questionnaire

Name:

Gender:

Age:

Qualifications:

Institution:

- What is the role of a teacher vis a vis children?
- Rate the extent to which your understanding of CHP has increased, on a scale of 1-5, 5 being the maximum.
- To what extent do you understand the reasons for misbehavior of children?: 1-5
- To what extent do you understand the responses of a teacher to misbehavior?
- Why would a teacher become angry? How would s/he respond?
- How should s/he respond?
- To what extent are you likely to use CHP? 5-1
- To what extent have your views on CHP changed since the start of the programme? 5-1
- To what extent have you understood positive discipline methods? 5-1
- To what extent will you be using positive discipline methods?
- How will you monitor yourself?
- What support would you need?