

TOGETHER CREATING SAFER SCHOOLS



CORPORAL PUNISHMENT

- Corporal or physical punishment is the use of physical force intended to cause some degree of pain or discomfort for discipline, correction, and control, changing behavior or in the belief of educating/bringing up the child.
- Physical pain can be caused by different means such as hitting the child with a hand or other object, kicking, shaking or throwing the child, pinching or pulling the hair, caning or whipping

Definition from Save the Children

CURRENT STATISTICS ON THE USE OF CORPORAL PUNISHMENT

- 28% of South African teachers admitted to using corporal punishment on their students
- 51.4% of learners stated they had been subjected to corporal punishment in schools
- Actual statistics are expected to be much higher

University of the Free State School of Education. January 2006.

“How Rich the Rewards? Results of the 2005 National Youth Victimization Survey”. Commissioned by Centre for Justice and Crime Prevention. By Lezanne Leoschut and Patrick Burton. May 2006.

CORPORAL PUNISHMENT IN SCHOOLS

- Teachers use a ruler, stick, or board duster
- Beat students on the hands, legs, or buttocks
- Alternatives to corporal punishment
 - Cause students to miss class
 - Students fall behind
 - Leads to crime and delinquent behavior

Information from “What South African Children Say about Corporal Punishment.”
Study commissioned by Save the Children Sweden. Study by G. Clacherty, D.
Donald, and A. Clacherty. December 2004.

STORIES OF CORPORAL PUNISHMENT IN SCHOOLS

- “When children do not do their work they must half-sit next to the wall (i.e. squats) until they start shaking and falling. Now the other girl had a short gym on and when she stood there we could see her panties...I felt sorry for the child.” -Girl, Age 9-12, Gauteng
- “The teacher came and hit me. He throttled me, choking me, pulling me before he hit me.” - Boy, Age 13-18, Western Cape

RESULTS OF CORPORAL PUNISHMENT

- Children feel sad, angry, and isolated
- “So when my mom hit me it feels like she doesn’t love me.”
 - Girl, Age 9-12, Limpopo
- “I felt like killing someone.”
 - Boy, Western Cape
- “I beat the children because I was angry.”
 - Boy, Western Cape

Clacherty, Donald, and Clacherty

HISTORY OF CORPORAL PUNISHMENT AND SCHOOLS

- 1995: South Africa became signatory to the UN Convention on the Rights of the Child
- 1996: South African Schools Act, Article 10
“No person may administer corporal punishment at a school to a learner”
- Department of Education issued “Alternatives to Corporal Punishment” to educators

WHY ENGAGE WITH CORPORAL PUNISHMENT ISSUES?

- The ban has not been fully implemented in part due to a lack of understanding of corporal punishment issues and the attitudes of educators, parents, and officials
- “If [corporal punishment] had worked, why did you have to smack the children every day?” Avril Knott-Craig

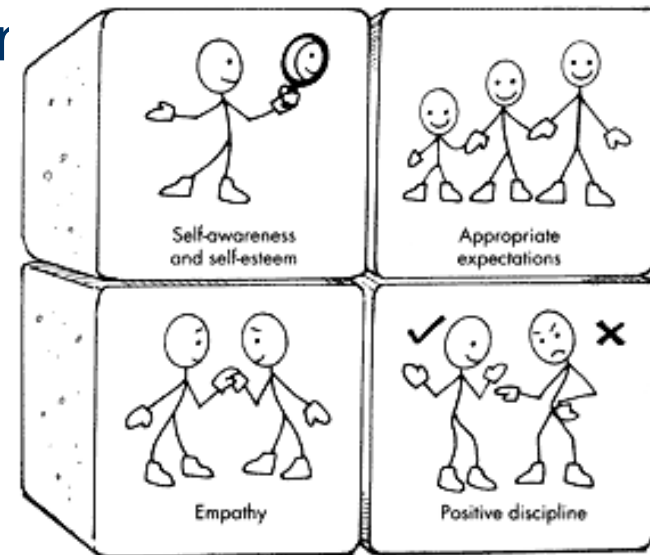
POSITIVE DISCIPLINE FOR EDUCATORS



- Learners and educators work together to create classroom rules
- Educators look to change behavior rather than punish it
- Staff examines root causes for disciplinary problems and seeks empathetic solutions

POSITIVE DISCIPLINE FOR PARENTS

- How do parents lead by example?
- Parents are encouraged to focus on the root of the problem
- Parents set clear limits and boundaries, allow natural consequences to instruct, explain the behavior they expect
- Methods focus on developing self-discipline



STAKEHOLDERS AND COMMUNITY

- “One stakeholder outside the fold is more powerful than all those in the basket.” Avril Knott-Craig
- Organizations noted that when the school staffs were supported by the community in their positive discipline programs, they succeeded

PARENTS AND SCHOOLS

- Organizations noted that children with uninvolved parents were subject to more discipline
- Learners were encouraged to bring their parents into schools
- “Learners were educating their own families...to hear what the school was doing, and why.” Janis Wylie

SUCCESS OF POSITIVE DISCIPLINE PROGRAMS

- One program “[has] certainly lowered instances” of discipline problems although it cannot eradicate violence
- Schools saw an increase in attendance, a lower use of drugs, and a more respectful and learning-friendly atmosphere
- Parent Centre: 1 in 10 parents still wanted to use corporal punishment after their programs
- Most parents found the new methods led to better discipline in their homes

“If I can use [these alternatives] and it works, then I will use it. But if someone walking home approaches me with a gun and I can’t negotiate, what can I do?”

ADVOCATING:

1. NGOs dealing with positive discipline in schools ought to come together and share information regarding their programs

NGOs operating as “islands”

We suggest annual meetings between these organizations to discuss ideas, problems, and strategies

ADVOCATING:

2. Organizations should focus on including communities in their work with schools

The New World Foundation trains community members to act as support for learners

Such programs should be developed to bring all stakeholders into the process

ADVOCATING:

3. The community must take an active position in implementing positive discipline

Schools should work to include community members in their work by hosting open houses and distributing information

ADVOCATING:

4. To bring NGOs, schools, learners, parents, and the community together, NGOs should promote open forums

NGOs should facilitate forums including educators, school staff, learners, parents, and community members

ADVOCATING:

5. As a starting point for this networking, we have created a web resource for all stakeholders

together.tripod.com

This resource is intended for organizations to add to and consult, educators to use as an introduction, and community members to look to as an introduction

Together Creating Safer Schools

A site for connecting, informing, and reforming.

Welcome to Together Creating Safer Schools!
This web-based advocacy resource acts as a forum of information and a networking tool for NGOs, community member, educators and learners. Here organizations can remain updated, community member and learners can become better acquainted with their rights and responsibilities, and educators can find resources for alternative forms of discipline and the organizations offering educational programs in the field.

*Together Creating
Safer South African
Schools...*
*Together Creating a
Brighter South African
Future!*

Ending corporal punishment in schools is a community effort. Educators must be committed to trying alternative methods, learners must know their rights, NGOs must get factual information out to communities and community members must be committed to protecting their children.

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