POSITIVE DISCIPLINE TOOLS FOR PRE-TERTIARY SCHOOLS

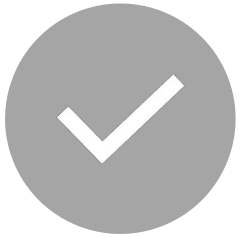
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PERFORMANCE INDICATORS



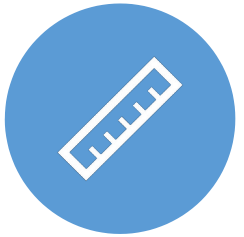
CORPORAL PUNISHMENT



POSITIVE DISCIPLINE



OUTLINE THE BENEFITS OF POSITIVE DISCIPLINE



THE LEVELS OF APPLICATION OF POSITIVE DISCIPLINE MEASURES.

Discussion of Pictures









Discussions

- What is corporal punishment?
- What are the types of corporal punishment?
- Why do teachers use corporal punishment?

CORPORAL PUNISHMENT

Corporal Punishment is any type of punishment that inflicts pain to the body.

It is any punishment in which

- Physical force is used
- There is some degree of Physical Pain
- It is intended to hurt

Forms of Corporal Punishment

Hitting or slapping with the hand or an implement (belts, canes etc.);

Kicking, shaking, or throwing a child;

Pinching or pulling the hair /ear

Forcing a child to stay in an uncomfortable or undignified position, or to take excessive physical exercise; and

Burning or scarring a child.

SOME ISSUES WITH CORPORAL PUNISHMENT

- Research has shown that Corporal Punishment is ineffective in correcting misbehaviour in long term. On average, the misbehaviour of children that are corporally punished gets worse over time.

- Relatively effective only in obtaining immediate compliance. This explains why corporal punishment is often inflicted on the same children for the same offense for many occasions.

- Corporal Punishment resorts to blanket response to all types and levels of inappropriate behaviour.
- Corporal Punishment is not deterrent enough.

WHY SOME STILL USE CORPORAL PUNISHMENT

- **“If we don’t hit children, they will grow up undisciplined.”**
- **It’s part of my culture; prohibiting corporal punishment is a western idea.**
- **It’s the only way to teach children right from wrong.**

- **It happened to me and it didn’t do me any harm.**
- **At certain times, some individuals make reference to the Holy Bible to justify the use of corporal punishment ‘Spare the rod and spoil the child**

WHY CP SHOULD BE DISCOURAGED

- **Corporal punishment does significant harm;**
- **It has a range of adverse neurological, physical, behavioural, cognitive, emotional and social outcomes.**

- **Increases the risk of broad and enduring negative developmental outcomes.**
- **No study has found that physical punishment enhances developmental health.**
- **In most cases child physical abuses occur in the context of punishment.**

VARIOUS DIRECTIVES ON CORPORAL PUNISHMENT BY GES

1994- HEADTEACHERS BOOK

- Provision was made for Heads to cane themselves or to delegate, supervise and log with dates and number of strokes.

2010- REVISED HEADTEACHERS HANDBOOK (page 42)

- "In your attempt to punish any student/pupil, you should remember, illegal punishment, violence, abuses and brutal acts against students/pupils are offences for which the teacher can be prosecuted in a court of law".

TOTAL BAN

- February 2017 –Jacob M Kor (Former DG) and reinforced it in 2019

GHANA EDUCATION SERVICE

In case of reply,
the number and date of this
letter should be quoted.

My Ref...GES/G&C-HQ/C/VOL.3

Your Ref. No .....

Republic of Ghana

HEADQUARTERS
Ministry Branch Post Office
P.O. Box M 45
Accra

10TH JANUARY, 2019

TO: ALL REGIONAL DIRECTORS OF EDUCATION

ADOPTION OF POSITIVE DISCIPLINE MEASURES IN PRE-TERTIARY SCHOOLS

The Ghana Education Service officially banned all forms of corporal punishment of children in public and private schools in 2017 as part of efforts aimed at promoting a safe and protective learning environment for children.

In view of this, the Positive Discipline Toolkit containing positive and constructive alternatives to correcting children was developed in 2016 as a component of the Safe Schools Resource Pack.

By a copy of this letter, Management is directing teachers in all pre-tertiary schools (public and private) in Ghana with immediate effect, to adopt the ***Positive Discipline Toolkit*** **(copy enclosed)** together with other sanctions prescribed in appendix 2 (Unified Code of Discipline for Basic Education Schools) of the Head Teachers' Handbook (2012 edition) as measures for correcting pupils and students in schools.

POSITIVE DISCIPLINE





POSITIVE DISCIPLINE

- Positive Discipline is using proactive, preventive and corrective interventions.
- **Creating environment in which children are supported to learn and explore**.

- Clear and Consistent **Communication on inappropriate Behaviour**
- Consistent Reinforcement of Expectations, Rules and Limits
- Focuses on Problem-Solving Skills
- It is about empathetic understanding

POSITIVE DISCIPLINE CON'TD

- It is about showing love to the child and not using anger and emotions to correct misbehaviour.
- It is about communicating clearly inappropriate and appropriate behaviour and the consequences.

- It is about employing reformative responses to mis-behaviour that commensurate to the offence committed

- Focuses on long-term solutions; Develops children's own self-discipline and their life-long skills.

- It’s about teaching non-violence, empathy, self-respect, human rights and respect for others

Misconceptions & Truth about Positive Discipline

Misconceptions on Positive Discipline
Letting learners do whatever they want
About having no rules, limitations or expectations
TRUTH:
Long-term solutions that develop learners' own self-discipline
They are alternative measures to corporal punishment

Level	Is About	Response
One	**Creating a disciplined environment**	**Proactive/preventive measures:**
Two	**Minor/first time offences**	**Early detection/intervention:**
Three	**Repeated/more serious offences**	**Corrective Measures:**
Four	**Chronic, dangerous and disruptive behaviour**	**Rehabilitative Measures:**

Levels of Positive Discipline Tools

Tool	Description	Steps
Level One – Proactive Measures		
School wide Rule Book	Rules that govern the general expected behaviours for both teachers and students	To be done in consultation with all the relevant stakeholders (i.e. GES, guidance and counselling personnel, school administration, etc.)
Classroom Rule Book	A small note book that contains entries on the standards of behaviour expected from students.	**Step 1**. Set classroom rules at a school wide level **Step 2**. Clearly explain rules to the students (allow feedback from them) **Step 3**. Hand over the rule book to the class prefect/peer educator who will periodically remind class members of the rules

LEVEL TWO – EARLY DETECTION/INTERVENTION

Explanation	The teacher would take time to **explain to the child why** a certain behaviour he/she has exhibited is unacceptable	**Step1**. Set an appropriate time for both the student and teacher to have the conversation **Step 2**. Explain to the student the behaviour you have observed him/her exhibit and offer advice on how and why he/she should do otherwise

LEVEL TWO – EARLY DETECTION/INTERVENTION		
Caution	Teacher points out to the student that he/she has gone against the laid out rules and reminds the student of possible consequences of repeating such behaviour	**Step 1**. Ask the student if he/she is aware of the consequence of the offence they have committed **Step 2**. If the student says YES ask him/her to state what they know it to be (correct the child if the answer is wrong) If he/she says no refer to the classroom rules and tell the student what the consequence will be.

LEVEL TWO – EARLY DETECTION/INTERVENTION, cont,d….

Agreement	The teacher agrees with the child that a particular behaviour should not be repeated and also agree on what the consequence of breaking the agreement should be	**Optional** – Develop a template for written agreements/bond between the teacher and students **Step1**. Clearly explain the misbehaviour observed to the student **Step 2**. Discuss the consequences of repeating it **Step 3**. Agree with the student verbally or by signing a written document that repeating such behaviour will be followed by the sanction discussed with him/her

LEVEL 3: CORRECTIVE MEASURE-cont'd

LEVEL 3: CORRECTIVE MEASURE

Reflection period		**Step 3**. Determine the appropriate time for the child to have the reflection period **Step 4.** Develop an activity for the child to carry out during the reflection period that will prompt him/her to ponder on their behaviour.

LEVEL 3: CORRECTIVE MEASURES, cont'd...

Writing Lines	**Step 3**. Inform the student that he/she will have to write lines as a result of the misbehaviour **Step 4**. Draft the sentence the student would have to write and give him/her a deadline for submission of the lines

Refer to the Toolkit for additional tools for level three

LEVEL 4: **REHABILITATIVE MEASURES**

Withdrawing a Responsibility	Leadership positions and other responsibilities held by offending students can be temporarily or permanently withdrawn from the child (e.g. position on the school soccer team or prefect ship)	**Step 1**. Clearly explain the implications of the infraction and its consequences to the student **Step 2.** Inform the child and other affected/concerned parties about withdrawal of the responsibility (including whether it will be permanent or temporary)

LEVEL 4: **REHABILITATIVE MEASURES**

Other tools at this level include, Letter to Parents, Counselling, Signing of Bond of Good Behaviour, Application of Existing School Rules and Regulations



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