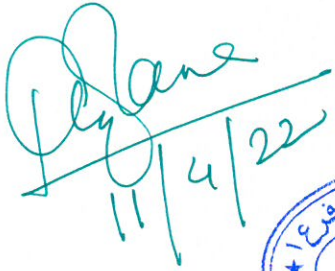




## ABUDHABI INDIAN SCHOOL, BRANCH 1 CORPORAL PUNISHMENT POLICY

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Name	:	CORPORAL PUNISHMENT POLICY
Purpose of Policy	:	To inform and ensure that CORPORAL PUNISHMENT POLICY is clear and understood by all
Approval for this Policy given by	:	Principal
Responsibility for its update	:	Principal
Policy applies to	:	To all the staff of Abu Dhabi Indian School, Branch 1
Date of Approval	:	10-01-2021
Proposed Date of Review	:	01/01/2025
Principal's Signature	:	



## **Definition of Corporal Punishment:**

Corporal punishment as defined by the UN Committee on the Rights of the Child as:

"Any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light".

Corporal punishment is a discipline method in which a supervising adult deliberately inflicts pain upon a child in response to a child's unacceptable behaviour and/or inappropriate language. The immediate aims of such punishment are usually to halt the offense, prevent its recurrence and set an example for others. The purported long-term goal is to change the child's behaviour and to make it more consistent with the adult's expectations. In corporal punishment, the adult usually hits various parts of the child's body with a hand, or with canes, paddles, yardsticks, belts, or other objects expected to cause pain and fear.

## **Corporal punishment may be divided into three main types:**

- Parental or domestic corporal punishment: within the family—typically, children punished by parents or guardians;
- School corporal punishment: within schools, when students are punished by teachers or school administrators, or, in the past, apprentices by master craftsmen;
- Judicial corporal punishment: as part of a criminal sentence ordered by a court of law. Closely related is prison corporal punishment or disciplinary corporal punishment, ordered by prison authorities or carried out directly by staff.

## **Corporal Punishment results in:**

- Corporal punishment teaches children that violence is a way to solve problems. Research shows that this message is taught to those who inflict pain, those who receive it, and those who witness it.
- Corporal punishment of children is related to decreased internalization of moral rules, increased aggression, more antisocial behaviour, increased criminality, decreased mental health outcomes, increased adult abusive behaviours, and increased risk of being victimized by abusive relationships in adulthood.
- Academic achievement is a risk factor in the use of corporal punishment of children.
- Corporal punishment reinforces physical aggression as an acceptable and effective means of eliminating unwanted behaviour in our society.
- There is overwhelming evidence that harsh interventions are damaging to children, both emotionally and physically. The effects of such trauma may be compounded when a child has pre-existing learning difficulties. When schools respond to these challenges using harsh methods, children can be further traumatized.

## **ALTERNATIVES TO CORPORAL PUNISHMENTS:**

The best way of dealing with school misbehavior is by preventing it. Schools with good discipline not only correct misbehavior but also teach appropriate behaviour and coping skills.

### **Prevention strategies include:**

- Establishing clear behaviour expectations and guidelines.
- Focusing on student success and self-esteem.
- Seeking student input on discipline rules.
- Using a "systems approach" for prevention, intervention and resolution and developing levels of incremental consequences.
- Enforcing rules with consistency, fairness, and calmness.
- Planning lessons that provide realistic opportunities for success for all students.
- Monitoring the classroom environment continuously to prevent off-task behaviour, and student disruptions, and for providing help to students who are having difficulty and supplemental tasks to students who finish work early.

### **There are a number of programs that have proven effective:**

#### **a. Social Skills Instruction**

There are many commercially available programs that teach social skills. These programs help students learn how to make good choices and teach them the social skills they need to behave appropriately such as listening, asking questions politely, cooperation and sharing. Social skills are described in behavioural terms. The skills are modelled and practiced. Students are provided reinforcement and feedback and are taught self-monitoring skills.

#### **b. Character Education Program**

The curriculum includes teaching children to think about how their actions affect others, how to manage anger, and how to make good choices.

#### **c. Student Recognition Program**

Commonly held values are taught and recognized including pride, respect, responsibility, caring and honesty. An awards assembly is held periodically to honour students who demonstrate these values and an attempt is made to make sure all students are honoured sometime during the year.

#### **d. Peer Mediation**

Students are given specific instruction in active listening, restating problem situations from their own and disputants' perspectives, anger management, identifying feelings, brainstorming and developing solutions to problems. Peer mediators are trained to help disputants solve problems that might otherwise escalate into conflict and result in punitive actions against the disputants.

## **Second Step Violence Prevention Program**

- a. “The award-winning SECOND STEP violence prevention program integrates academics with social and emotional learning. Kids from preschool through Grade 8 learn and practice vital social skills, such as empathy, emotion management, problem solving, and cooperation. These essential life skills help students in the classroom, on the playground, and at home.
- b. It has been shown to reduce discipline referrals, improve school climate by building feelings of inclusiveness and respect, and increase the sense of confidence and responsibility in students.

### **FAST Track Program**

“FAST Track is a comprehensive and long-term prevention program that aims to prevent chronic and severe conduct problems for high-risk children. It is based on the view that antisocial behaviour stems from the interaction of multiple influences, and it includes the school, the home, and the individual in its intervention.

- a. FAST Track’s main goals are to increase communication and bonds between these three domains, enhance children’s social, cognitive, and problem-solving skills, improve peer relationships, and ultimately decrease disruptive behaviour in the home and school.

## **OTHER ALTERNATIVES AND PUNISHMENTS:**

### **Other alternatives include:**

Use of discipline codes which are fair and consistently enforced, emphasizing positive behaviours of students, use of school counsellors and use of community mental health professionals and agencies.

### **Other punishments include:**

In-school and out-of-school suspension programs, expulsion, Saturday Schools, restitution, detention and parent pick-up programs.