



step four

positive discipline

activities

strengthening capacity

resources



The Good School Toolkit Objectives

1. To equip **teachers** for increasing student confidence and success
2. To create a **learning environment** that is safe and respectful
3. To support the **administration** in becoming more transparent and accountable

Step 4 ...

Step 4 contributes to all three of the Toolkit's objectives.



Step 1 Your Team & Network

This project requires the vision and dedication of many. In this step you will create your Good School Committee and join the Good School Network. The goal is to connect yourself with key people who share your commitment to creating a better school, and who will help you along the way.

In this step, you will find:

What is a Good School? by Dipak Naker



Step 2 Preparing for Change

Change is challenging, no matter how positive. In this step you will conduct preliminary activities that will spark people's interest and document their starting perspectives. The goal is to launch the project with an inclusive culture and with the tools to measure and celebrate change.

In this step, you will find:

Four Good School Toolkit posters



Step 3 Good Teachers & Teaching

Good teaching requires many skills that reach far beyond traditional academic instruction. In this step you will provide teachers with a renewed sense of their role, greater professional support, and approaches for interacting positively and creatively with students. The goal is to create motivated teachers who excel as educators and take pride in their work.

In Step 3, you will find:

The cartoon booklet, *What is a Good teacher?*

Step 4 Positive Discipline

The strongest type of discipline comes from within. In this step you will establish the school culture and disciplinary methods that support positive discipline instead of corporal punishment. The goal is to create students who believe in themselves and are thus motivated from within to be their best.

In this step, you will find:

- *Positive Discipline: Alternatives to Corporal Punishment* by Raising Voices
- *Positive Discipline Responses* poster
- The cartoon booklets, *What is Wrong With Corporal Punishment?* and *What is Positive Discipline?*



Step 5 Good Learning Environment

When students feel protected and respected, they can cease to focus on self-protection and open themselves to personal growth. In this step you will create a psychological sense of safety and inclusion, as well as enhance the school's physical compound. The goal is to give students a sense of security, dignity, value and voice.

In this step you will find:

The cartoon booklet, *What is a Good Learning Environment?*

Step 6 Good Administration & The Future

Remaining a Good School requires valued and trusted administrative leadership. Every step so far has helped you build just that. In this step you will measure and celebrate the successes of your Good School project and transfer ongoing Good School leadership to the administration. The goal is to inspire everyone with what you have accomplished and with a vision for the future.

What you'll do:

Establish the school culture and disciplinary methods that support positive discipline instead of corporal punishment.

With what goal:

To create students who believe in themselves and are thus motivated from within to be their best.

For what reasons:

- The strongest type of discipline comes from within—when our potential is recognised and reinforced by others.
- The key step in developing a Good School is shifting behaviour management from corporal punishment to a positive discipline approach.
- A zero-tolerance policy for corporal punishment requires school-wide involvement and effort.

Remember!

Positive discipline is two things:

An Approach — Positive discipline is the disciplinary approach that provides a violence-free alternative to corporal punishment.

A Quality — Positive discipline is the quality we build in students when we stop using corporal punishment. Having positive discipline means to be motivated from within to be ones best, due to feelings of self-worth rather than fear or shame.

TABLE OF CONTENTS

Activities

4.1 Hold a planning meeting for Step 4. page 11

Why? It will be easier to manage each step if you plan and delegate tasks in advance.

4.2 Engage the Good School Committee in learning about positive discipline. page 13

Why? With new knowledge and skills, the Good School Committee can inspire change through role modelling and word of mouth.

4.3 Reinforce teachers' commitment to positive discipline. page 14

Why? Switching from corporal punishment to positive discipline is challenging work, and needs to be formalised and supported in every way.

4.4 Create a school culture that recognises students' strengths. page 16

Why? Students' ability to develop positive discipline relies on them being recognised for their qualities and successes.

4.5 Involve students in fostering positive classroom behaviour. page 19

Why? Students will demonstrate more positive discipline when involved in setting and upholding classroom rules.

4.6 Establish a student court for resolving ongoing discipline problems. page 23

Why? Students are sometimes the best at helping their peers resolve problem behaviours.

4.7 Create standards and rules that inspire the entire school. page 26

Why? School-wide standards and corresponding rules create a feeling of justice and the desire to do good, reinforcing a positive discipline approach.

Strengthening Capacity

Learning Process, Section 4: Developing Positive Discipline page 33

Here you will find step-by-step instructions for facilitating the Learning Process in Activity 4.2.

(See Step 1 for the *Participatory Learning and Facilitation Guide*.)

Resources

Step 4 Monitoring Checklist page 77

Here you will find a checklist for monitoring your progress during Step 4.

Zero-Tolerance Policy and Commitment Letter (Activity 4.3) page 84

Classroom Tools (Activity 4.5) page xx

- Lesson Plan for Writing Classroom Rules page 85
- Behaviour Contract Template page 88

Code of Conduct Tools (Activity 4.7)

- Key Components of a Code of Conduct page 89
- Sample Code of Conduct page 92
- Code of Conduct Template page 106

Also with Step 4 . . .

- *Positive Discipline: Alternatives to Corporal Punishment* by Raising Voices, A comprehensive overview of positive discipline concepts and methods.
- *Positive Discipline Responses* poster

step⁹ four



activities





4.1 Hold a planning meeting for Step 4.

Why? It will be easier to manage each step if you plan and delegate tasks in advance.

Each step requires a “map” to lead the way. Gather your Good School Committee at the beginning of each step to plan out the various activities. This planning meeting will take about two hours, and will create a complete picture of the work ahead. It will also allow everyone to know their role from the start, so they can get to work right away. The simplest way to plan is to write down the **Who**, **How**, **What** and **When** for each activity. After this first planning meeting, committee members can arrange their own smaller meetings as needed about specific tasks and details.

A process for a simple and effective planning meeting:

- Collect the monitoring checklist for Step 3.
- Collect activity reporting forms from the community subcommittee. Invite the community chairperson to summarise the supplementary community activities conducted during Step 3.
- For each activity in Step 4, read the Toolkit instructions aloud, then as a group write down the answers to the following questions (you may choose to create a customised worksheet that includes these categories and questions):

WHO

Who will oversee this activity? (Choose a teacher, a student and a community member.)

Who will help organise this activity? (Choose an appropriate number of people for the activity.)

HOW

How will implementation be the same/different to the Toolkit instructions?

WHAT

What materials and resources will we need?

What tasks need to be completed by the organisers?

WHEN

When will the activity itself take place?

When will each task need to be completed so that the activity stays on schedule? (You may choose to answer this last question when first listing the tasks under WHAT.)

- Ensure that the three people overseeing each activity receive a copy of this information as well as the Toolkit instructions for the activity. Explain that these people will organise a meeting for all those involved, to decide who will take on which tasks.
- **Note:** If the planning for a particular activity begins to slow the meeting down, ask the people listed under WHO to finish planning that activity at a later time.
- **Remember:** This is only an example. You can choose to hold the planning meeting in other ways that you are familiar with.



4.2 Engage the Good School Committee in learning about positive discipline.

Why? With new knowledge and skills, the Good School Committee can inspire change through role modelling and word of mouth.

Corporal punishment is common in our schools and has been with us for many years. Changing something that has become so lasting and familiar requires background knowledge, practical examples and opportunities for practice. The Learning Process in Step 4 is designed to help you understand how the way we relate to students directly affects their self-discipline. It also provides many practical ideas for how to handle student behaviour in a nonviolent manner. If possible, implement this section of the Learning Process as a three-day workshop. Alternatively, complete the modules gradually over the course of a month.




Learning Process, Section 4: Developing Positive Discipline

See page xx for the complete facilitator's guide.

- What Is Corporal Punishment? page 34
- Corporal Punishment On Trial page 39
- Punishment vs. Discipline page 41
- Why Voice Matters page 45
- Positive Discipline Responses page 51
- Positive Discipline Role-Play page 55
- Encouraging Good Behaviour page 61
- *Positive Discipline Responses Handout* page 69

For more information to support this section of the Learning Process, see *Positive Discipline: Alternatives to Corporal Punishment* by Raising Voices (packaged with this step).

Also, you can share the cartoon booklets *What is wrong with Corporal Punishment?* and *What is Positive Discipline?*



4.3 Reinforce teachers' commitment to positive discipline.

Why? Switching from corporal punishment to positive discipline is challenging work, and needs to be formalised and supported in every way.

Some teachers feel corporal punishment is necessary to produce disciplined children who perform well academically. Many teachers use corporal punishment because that is what they experienced when they were growing up. However, corporal punishment does not help children learn what was wrong with their behaviour, nor does it help them believe in their ability to act differently. It also causes physical injury, distrust and low self-confidence, which can all provoke further misbehaviour. It provokes fear, anger and shame, which all prevent learning. Changing to a positive discipline approach brings many rewards, but can be challenging for teachers. Teachers must make a unified commitment to positive discipline, and the school must prioritise training, resources and support for teachers during this transition.





Ways to reinforce teachers' commitment to positive discipline:

- Have all teachers sign a zero-tolerance policy and commitment letter against the use of corporal punishment in your school (see page 84).
- Engage all teachers in a refresher training on positive discipline techniques, specifically using modules *4.5 Positive Discipline Responses* and *4.6 Positive Discipline Role-Play* (starting on page 51).
- Fill the staff room with helpful resources including the following:
 - The book *Positive Discipline: Alternatives to Corporal Punishment* by Raising Voices, for a full overview (packaged with this step).
 - The poster *Positive Discipline Responses*, for quick-reference about disciplinary alternatives (packaged with this step).
 - The cartoon booklets *What is wrong with Corporal Punishment?* and *What is Positive Discipline?* for a summary of each.
- Provide individual support to teachers who are struggling—to assist with problem solving and to provide positive encouragement.



4.4 Create a school culture that recognises students' strengths.

Why? Students' ability to develop positive discipline relies on them being recognised for their qualities and successes.

A positive discipline approach is about more than responding nonviolently to misbehaviour. It is about providing students with regular positive reinforcement that inspires them to do and be their best. It is about recognising students' efforts, successes and qualities in multiple ways, so that positive recognition becomes a familiar part of the school culture. With time, the opportunities to recognise students—in simple, everyday ways—will come often. However, it is important to have some special forms of recognition that occur on a regular basis and give students something to look forward to. Here are some ideas.



Wall of Fame:


For recognising a variety of special achievements.

- Choose a blackboard or notice board that is visible to everyone, everyday.
- Give the board a name, such as “The Wall of Fame” and put the name at the top with large letters that attract attention. This is a board for recognising achievements—choose a name that inspires.
- Select five to ten categories for recognition, such as most disciplined, most improved marks, and neatest class. You can include recognition for anything, including sports, debate, music or other extra-curricular activities, or even for personal qualities, like most helpful.
- Create a fair way of choosing winners, and ensure students are aware of how the selection is conducted to avoid any appearance of favouritism.
- Every week choose a student/class for each award. Announce the winners at assembly, and then write or post their names on the board. This is a great way to encourage students to improve discipline, as students will notice their classmates names on the board and will strive to be up there too. If you include categories that recognise an entire class, it encourages students to monitor and encourage their classmates.
- At the end of each term, consider giving prizes or certificates to the students and classes who received the most honours.




Featured Classroom Students:

For recognising all students' qualities and worth. A tool for teachers to use with their classes.

- Write all your students' names on separate pieces of paper, and put the pieces of paper in a bag.
 - Once a week, pull a name from the bag and feature this student in your class (you can do it everyday if you have many students).
 - Write the student's name on the blackboard or on a piece of paper posted to the wall. Ask all students to say or write something nice about this student (reminding them to be kind as it will be their turn at some point).
 - Alternatively, you could feature students in the same way when it is their birthday.
- 

Student of the Month:

For recognising one student for behaviours beyond expectation.

- Each month choose one student who demonstrated exceptional qualities or achievements. You can have a school-wide vote, or students can nominate their classmates and have teachers select the winner.
 - Remind students that the award should not just recognise academic performance or discipline. For example, if a student has done something special to help a classmate or attended to a sick community member, you can recognise them for being a good citizen too.
 - Announce the winner at assembly, send a congratulations note home to the parents or guardians, and provide the student with a reward or prize if possible.
 - If you have a community photographer, consider asking them to take a photo of the student and post it on the Wall of Fame.
- 



4.5 Involve students in fostering positive classroom behaviour.

Why? Students will demonstrate more positive discipline when involved in setting and upholding classroom rules.

The student experience occurs mostly in the classroom. Using a positive discipline approach is largely about managing classroom behaviour in a way that engages students' participation and ideas. This participatory approach strengthens the student-teacher relationship. Students learn about group problem solving, feel more accountable for their own behaviour, and feel appreciated and valued in ways that improve behaviour over time. However, just as this transition can be challenging for teachers, it can be equally challenging for students. It will take time for students to understand the concept of positive discipline and to develop an atmosphere of trust and honesty. Success relies on using some of the following approaches, with lots of patience and persistence from teachers in the beginning. The following ideas are all written for teachers to use with their classes.

Writing classroom rules:

- Explain to students that everyone has ideas in their head about what the classroom rules are or should be. Explain that now, instead of keeping those ideas to ourselves, the class is going to decide the rules together and then write them down for all to see.
- Provide guidelines for what kind of rules are acceptable (that is, rules that nurture positive discipline).
For example:
 - The rules have to help the class function efficiently and respectfully.
 - The consequences for misbehaviour have to be fair and relevant to the offences committed.
 - The rules must be designed to help people learn from their mistakes.
- Reinforce that you want to hear students' ideas, and begin with a discussion about why rules are needed.
- Continue by using the lesson plan on page xx or your own approach.
- **Be prepared:** When students create their own rules and solutions, they are often the same as—if not tougher than—those created by the teacher. However, the advantage is that because they are THEIR rules, students are more likely to follow them. There is a greater sense of ownership. Also, students become invested in proving that they are capable and responsible young people who can use the power you entrusted them with in a responsible way.



*Holding weekly class meetings:


- Explain to students that from now on you will hold weekly class meetings to collectively resolve classroom issues. Identify a regular time for the meeting—no longer than 15 to 30 minutes.
- Identify a box, envelope or space on the wall where you and your students can submit concerns for discussion at the next class meeting (e.g. written on a piece of paper). Call this your “class agenda” (at first, most submissions will come from you, the teacher).
- Explain that if a student keeps arriving late and disrupting everyone, you might say, “Let’s put this on the class agenda.” The whole class would help solve the problem at the next class meeting, and you wouldn’t have to disrupt the lesson. Alternatively, if students feel they don’t have enough library access, or want to discuss a class rule, they can put this kind of issue on the class agenda as well.
- At each class meeting, collect all agenda items and proceed as follows:
 - Conduct a short activity to set a positive tone, such as asking students to share something good about the week.
 - Review solutions from the previous meeting (e.g. Were they tried? Were they successful? Do we need to create another solution?)
 - For each item, read it to the class, ask students to share their feelings about it (allowing students to talk freely about the problem without fixing it at first), then brainstorm with them for solutions.
- Be sure to act on the solutions that are agreed upon. Once students see that their suggestions are taken seriously, they will embrace the process.
- **Be prepared:** It will take time for students to understand that meetings are there to help them, not to punish them. But once they get used to the idea, they will come up with all kinds of creative problem-solving techniques.

* Adapted from “Positive Discipline in the Classroom,” by Jane Nelsen, Lynn Lott and H. Stephen Glenn



Introducing behaviour contracts:

- When a student demonstrates poor behaviour that has been repeated over and over, and for which other discipline measures have not been effective, introduce a behaviour contract.
- First, sit down with the student to discuss the ongoing problem with a tone of concern rather than punishment. Chronic discipline problems often have deeper causes. They can rarely be solved with a simple one-time answer and require a larger, open discussion about the sources of the problem.
- With the student's help and ideas, create a one-page contract that includes the following information (see template on page 88):
 - the behaviour the student agrees to work on
 - the steps both teacher and student will take to ensure the behaviour is addressed
 - specific rewards that the student will realise if the behaviour is corrected
 - specific consequences the student will face if the behaviour is not corrected
 - how and when progress will be checked
 - for how long the contract is in effect
- Ensure both you and your student sign the contract. If the problem is very serious, you may consider including signatures from the head teacher and/or parent.
- **Note:** A contract is not a punishment. It is an effective way of helping students to see the consequences of their behaviour. It also helps students learn valuable life-skills by feeling control over the outcomes of their choices. **Contracts are most effective if they are used sparingly.**



4.6 Establish a student court for resolving ongoing discipline problems.

Why? Students are sometimes the best at helping their peers resolve problem behaviours.

A positive discipline approach emphasises open dialogue with students. However, students sometimes fear speaking with a teacher, yet are willing to share with their peers. For this reason and to further engage students in how the school is run, a student court is a powerful positive discipline tool. A student court is a trained group of students who handle cases of indiscipline referred to them by teachers. They meet as a panel, hear cases, and work with each specific student to determine a solution. The student court is meant to be helpful, not punitive. It should never abuse its power or become something that students fear. The court is meant to handle most cases in five to ten minutes—the idea is to simplify, rather than create more work.




How to create a student court:

- Ask teachers and students from your Good School Committee to tell classes about the upcoming creation of a student court.
- Identify five to ten students (equal girls and boys) to be members of the student court. The students can be elected by classmates, appointed by the Good School Committee, or selected from existing student bodies. Include a few students from the Good School Committee, to benefit from their training in positive discipline.
- Upon announcing the selected students, emphasise that these students were not chosen for their popularity, but for being fair, hard-working and disciplined. Explain that court members who do not demonstrate these traits will be replaced.
- Until the court gains experience, appoint a teacher to work hand-in-hand with the students and to supervise the court's actions. The teacher may choose to sit in on court sessions or simply receive the court session reports.
- Train the court members in positive discipline by adapting the Learning Process starting on page 33. Engage the students in role-playing mock court sessions of many varieties, followed by a group discussion about what happened in the role-play.
- Ask court members to assign themselves roles. They need to identify a chairperson and secretary, at minimum.



A process for holding court:

- Set a weekly time and date for court sessions.
- Throughout the week, have teachers submit short referral statements to the court secretary—or to a special box/folder in the staff room.
- On the day before court, the court secretary organises the teacher referrals, makes a list of the students to be seen, and lets each student know that the court will be hearing their case.
- At each court session, offending students enter one at a time for the following process (five to ten minutes per case):
 - A court member is introduced as the leader of the court session (the lead role rotates weekly). Other court members introduce themselves, if they are not known to the student.
 - The leader reads the teacher's referral, then asks the student for their version of the incident. Each court member asks clarifying questions if needed (questions that do not humiliate), then the court asks the student to share their ideas for a solution.
 - The court members take notes. When they have all the information they need, they send the student out, confer on the options, and come to consensus on a final solution.
 - The student is called back to hear the court's decision, and the court makes arrangements to ensure it is followed through. If the court does not have enough information to make a decision, they can defer the case for one week for further investigation or to arrange for another student to speak about the incident in court.
- The court's decisions and rationale are documented, and a full report is provided to the supervising teacher at the end of each court session. The teacher reviews each report to confirm that all appears fair.
- **Be prepared:** In the beginning, members of the student court may not understand that power comes with responsibility, and they may abuse their power or treat students poorly. The supervising teacher will need to continually remind them of their responsibilities and conduct extra learning modules as necessary.



4.7 Create standards and rules that inspire the entire school.

Why? School-wide standards and corresponding rules create a feeling of justice and the desire to do good, reinforcing a positive discipline approach.

Fostering positive discipline requires good governance—including clear standards as well as fair and consistently applied rules. Standards describe the collective aspirations of a school and are stated in a way that inspires school members to live by them. Rules, regulations and policies back up those standards—they are clear and motivating, since they protect the standards everyone desires. These rules, regulations and policies can be organised into a comprehensive Code of Conduct that serves to help the school achieve its vision. A Code of Conduct sets clear expectations about acceptable behaviour at school, and thus makes it easier to have positive discipline. To gain support, these tools must be collectively created and openly shared with students, teachers, parents and others.



Creating/revising school standards:

If you already have school standards, use the following steps to review them and ensure they address the needs of a Good School.

- Review and/or re-conduct the learning module *1.5 Creating Accountable Governance at Your School* with the Good School Committee (see the Learning Process in Step 1).
- Review the list of brainstormed standards created during this learning module. Engage additional key stakeholders (including existing study bodies) in reviewing the brainstormed list and refining it into five or six key statements.
- If required, focus the discussion by first defining priority topics for standards (e.g. relationships, the environment, academic achievements, community involvement, pride in your school).
- Draft each statement, then review the wording to ensure it is appealing and inspiring. For example:
 - *We respect the dignity of each member of our school.*
 - *We aim to create the highest quality learning experience and celebrate the achievements of every individual at our school.*
 - *We take pride in our school and show it through our actions, words and environment.*
 - *We strive for positive discipline and reject all forms of violence at our school.*
 - *We aim for transparency and accountability to all our stakeholders.*
- After your standards are agreed upon and written, distribute them to various stakeholders for their feedback.
- Using the feedback from stakeholders, create a final version of the standards, which should be brief and require no more than a single page.

Creating/revising a Code of Conduct:

If you already have a Code of Conduct or similar document, use the following steps to review it and ensure it addresses the needs of a Good School.

- Notify all teachers, parents and students that you will be creating/ revising the school Code of Conduct to support the development of a Good School. Invite anyone interested in providing input to attend an open forum on a specified date. Ask all members of the Good School Committee to attend. In all communications clarify the following:

A Code of Conduct includes all rules, regulations and policies for the school; the school mission statement; roles and responsibilities of teachers, students, parents and staff; dress code; procedures for reporting violence; and policies on corporal punishment and positive discipline. It clearly spells out prohibited behaviours as well as approved disciplinary measures and procedures.

- At the open forum, explain what currently exists for the Code of Conduct and what needs to be revised and created. Invite participants to share their feedback and additional ideas. Keep the tone open and accepting to encourage as much input as possible. If participants recommend ideas inappropriate for a Good School, reaffirm that the school has committed to Good School values and what those values are.
- At the end of the open forum have anyone interested in helping with drafting the document write down their name on a sign-up sheet, indicating any topics/areas of interest (e.g. corporal punishment policy, school mission).
- Organise separate sessions and committees to draft different parts of the Code of Conduct (using the tools on page 92 and page 106).
- Have a smaller group of mixed stakeholders compile the draft work and refine the language using the blank template starting on page 106.



Sharing your school standards:

Choose from the following ideas.

- Create a school motto that echoes the standards.
- Repeat the standards during morning assemblies.
- Write the standards on poster board, and put them in every classroom.
- Create signs and banners with the standards written on them.
- Ask students to create activities around the standards, such as performing a drama, song or poem that emphasises them.
- Have a contest where students can express their views about the school standards and what they mean to them.
- Ask students to write the standards in their exercise book and take them home to show their parents.
- Inform all stakeholders of your standards at board meetings, management meetings and community events.



Sharing your Code of Conduct:

Do some of the following, or all in sequence.

- At a school-wide assembly, announce that the teachers and students have written a new Code of Conduct that will govern how the school operates. Explain that more details will be provided in the classroom.
- Create a one to two-page summary of the code and provide a copy to every student (if unable to copy, ask students to take notes in their exercise book).
- Post a copy on the notice board to encourage informal discussion between students and teachers.
- Using the Good School Committee, create teams of one teacher, one student and one community member, and assign each team a class.
- Identify a time for one to two-hour sessions during which each team presents the code to their assigned class. During these sessions, each team should do the following:
 - Remind students of the Good School project and how it inspired the creation of a Code of Conduct.
 - Explain the purpose of the Code of Conduct for helping uphold the school standards and for keeping everyone safe and happy.
 - Read through the Code of Conduct slowly, inviting questions from students after each section and providing many engaging examples.
 - Encourage students to take the information home and to share it with their parents.
- Discuss the Code of Conduct at the next parents' day and respond to any questions that parents may have.



strengthening capacity



LEARNING PROCESS



Section 4

Developing Positive Discipline



Module 4.1

What is Corporal Punishment?


1 hour, 30 minutes



Objectives

- To explore our beliefs about corporal punishment
- To develop a common understanding of corporal punishment
- To identify ways in which corporal punishment is harmful to children

Preparations

- Three signs labelled as follows: 'agree', 'disagree', and 'not sure'
 - Tape
 - Five slips of paper, each with a consequence of corporal punishment written on it, from Part 3, #1
 - Read the cartoon booklet, *What is Wrong with Corporal Punishment?*
 - Blackboard, chalk
- 

Steps

Part 1 - What Do You Think? (30 minutes)

1. Put up three signs around the room: 'agree', 'disagree' and 'not sure'.
2. Explain that you will read a statement. Participants then decide if they agree with it, disagree with it or are not sure.
3. After you read the statement, participants must race to stand under the sign that describes how they feel. They must decide fast, as the last one to reach each sign will have to defend their reason.
4. Read the first statement. After everyone races to the sign, ask the last person under 'agree' to say why they agree and the last person under 'disagree' to say why they disagree. After they each state their reasons, those who are under the 'not sure' sign may choose to go under a new sign if they wish. Those who disagree and agree may try to convince those who are not sure to come to their side.
5. Repeat the exercise with many statements. The statements can include:
 - a. It is okay to use corporal punishment as a last resort
 - b. Corporal punishment is a part of our culture
 - c. If you beat children, it means you are trying to discipline them
 - d. Corporal punishment is violence against children
 - e. Spare the rod, spoil the child!
 - f. Students should fear their teachers
 - g. Talking and showing is a better way of teaching than beating
 - h. If I cane a student, s/he will respect me
 - i. It is okay to use corporal punishment a little bit



- j. I was beaten as a child and I learned how to behave better
- k. If you don't cane a child when they do something wrong, they will never learn from their mistakes
- l. Sometimes, shouting at or humiliating a child is a better way of disciplining them
- m. Corporal punishment does more harm than good

Part 2 - Definition of Corporal Punishment (15 minutes)

1. Ask the group what they understand by the words corporal punishment.
2. Write down all the ideas and thoughts that participants have on the blackboard. Use these to create a common understanding of corporal punishment.
3. Explain that the following definition of corporal punishment by the Committee on the Rights of the Child is the most widely agreed upon understanding of what we mean by corporal punishment:

"...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 implement - whip, stick, belt, shoe, wooden spoon, etc. But it can also involve, for example, kicking, shaking or throwing children, scratching, pinching, burning, scalding, or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices). In addition, 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, scapegoats, threatens, scares or ridicules the child."

Part 3 - Consequences of Corporal Punishment (45 minutes)

1. Before the beginning of the session, write the following five consequences of corporal punishment on five separate slips of paper.
 - a. Corporal punishment has physical consequences.
Many children suffer physical injury as a result of corporal punishment. It can lead to broken bones, infections and physical illness.
 - b. Corporal punishment has emotional consequences.
When children are beaten, they often feel anger, shame and humiliation. When they are teased, ridiculed, belittled or threatened, they can experience depression or have thoughts of suicide, revenge or aggression.
 - c. Corporal punishment has cognitive consequences.
Children become fearful of trying new things and of answering questions. They often feel ashamed of themselves due to regular humiliation. They may become slower at learning social and academic skills. Their performance at school may get worse because they are afraid.
 - d. Corporal punishment has behavioural consequences.
Many children end up bullying other children, or as adults, continue the cycle of domestic violence. This is because they learn that violence is an acceptable way of imposing their views on someone less powerful than themselves.
 - e. Corporal punishment has relational consequences.
Many children have difficulty trusting adults who abuse them repeatedly. They have a hard time building relationships with teachers, other adults, even children.
2. Explain to the group that there are many consequences of using corporal punishment. Explain that you are going to do an exercise to help them understand a few of those consequences.



4.1

3. Divide the participants into five groups. Ask each group to pick a slip of paper with one of the consequences written on it. Ask the group to read the paper, then discuss what they think about it. Ask them to think of a real life situation that either happened to them when they were young or that they performed themselves that resulted in the consequence on their paper. After they agree on a scenario, they will create a short drama illustrating this point. Allow them 20 minutes for creating their drama. Each drama should be no more than three to five minutes.
4. Have the groups come back and present their dramas.
5. Lead a discussion after all the dramas have been completed. Was it difficult to think of a scenario that fit the consequence? Did it make you think about the situation differently? How did it feel for the person playing the child?
6. Sum up the exercise by explaining that even though we know that corporal punishment hurts a child, adults still give many reasons for using it. It is good to take the time to reflect on the reasons we give for using corporal punishment and to think more deeply about them.



Module 4.2

Corporal Punishment On Trial

1 hour, 30 minutes

Objectives

- To think more deeply about the reasons we use corporal punishment

Preparations

- Read the cartoon booklet *What is Wrong with Corporal Punishment?*
- Read *Positive Discipline: Alternatives to Corporal Punishment* by Raising Voices

4.2

Steps

Prosecuting Mr. Corporal Punishment (1 hour, 30 minutes)

1. Explain that you are going to try Mr. Corporal Punishment in a mock court. He is accused of causing physical and emotional injury to students and damaging the reputation of your school.
2. Ask for two volunteers who will form a jury with you. Divide the remainder of the group into two teams. Team 1 will prosecute Mr. Corporal Punishment and mount a case against him. The other team has to defend him. Their job is to be as persuasive as possible. They must convince the jury of the strength of their argument, using real examples to back it up. They can call 'witnesses' to give testimony. They can cross-examine the witnesses and produce 'evidence'. They have to come up with arguments that will persuade the jury (yourself and two volunteers).
3. Read the following scenario to the group:

One day two boys left boarding school to buy lunch at a local restaurant because the food at their school was terrible. The headmaster, Mr. Corporal Punishment, caught them at the restaurant and publicly beat and humiliated them. The next day in school Mr. Corporal Punishment forced each of the school's 20 teachers to cane the boys two strokes each during assembly. The kids were injured by the beatings.

4. Allow the teams 45 minutes to develop their cases. Ask the teams to identify one member of their team to be the main lawyer presenting their case.
5. After the arguments are presented, the jury confers and then makes a judgment, based on the arguments presented.
6. Hopefully, the prosecuting team will make strong enough arguments to convict Mr. Corporal Punishment. If not, debrief the discussion to see what the prosecution could have said that might have convinced you.



Module 4.3

Punishment vs Discipline

1 hour, 30 minutes

Objectives

- To identify and understand the differences between punishment and discipline

Preparations

- Blackboard, chalk
- Read pages 44 to 45 of *Positive Discipline: Alternatives to Corporal Punishment* by Raising Voices
- Read the cartoon booklet *What is Positive Discipline?*

Steps

Part 1 - Exploring the Difference (45 minutes)

1. Ask participants to share brief experiences of how they were punished or corrected at school, either physically or verbally. As they are sharing, write anything that is a violent response to the child's behaviour (caning, slapping, pinching, carrying heavy loads, standing in the sun, being forced to do humiliating things, etc.) on one side of the board and write non-violent punishments or responses (extra work around the home or school, detention, losing privileges, etc.) on the other side.
2. If the list of non-violent responses is small, try to provoke participants to come up with examples in which they were not beaten or humiliated (see the cartoon booklet *Positive Discipline*).
3. Ask participants if they can identify the differences between the two lists. Point out that one is a list of punishments and the other includes attempts at developing discipline. How are punishment and discipline different from each other? Do we use these words interchangeably? In what ways?
4. Divide the participants into two groups. Group 1 will discuss punishment and list as many characteristics as they can think of that explain what punishment means. Group 2 will discuss discipline and list as many characteristics as they can think of that explain what discipline is.
5. After 15 minutes ask the groups to come back and present their discussions. After the groups present, ask if anyone wants to add anything. As a facilitator, try to draw out some of the following differences:

Punishment:

- is a short-term strategy that stops the behaviour right away, but doesn't stop it from happening in the future

- involves associating pain with misbehaviour rather than an understanding of what is wrong with the behaviour
- presents no opportunity for learning from the mistake
- is associated with fear and shame
- reduces confidence
- is about being told what not to do rather than what to do
- encourages children to follow rules because they are scared
- humiliates children
- is controlling, shaming, ridiculing
- has consequences that are illogical

Discipline:

- is a long-term process which aims to build children's ability to make good judgments
- is focused on helping children to learn from their mistakes
- is gradual and cumulative and involves learning and changing over time
- does not create fear or shame
- builds confidence and skills
- recognises effort and good behaviour
- provides consistent rules
- is respectful of the child, not humiliating
- allows children to make choices about their behaviours
- has logical consequences



4.3

- is proportional to the offence
 - involves listening to children
 - focuses on correcting the behaviour, not judging the child
6. Lead a discussion on the two lists. Is there a clear difference? Which is more effective? Which form do you usually use at your school? Is it difficult to focus on discipline rather than punishment? Why?

Part 2 - What Did Discipline Mean for You? (45 minutes)

1. Ask the participants to get into groups of four and share with each other their own experience of how adults responded to them when they were children. Did they experience corporal punishment or the development of positive discipline?
2. How might their lives be different had they experienced positive discipline instead of corporal punishment? What qualities might they have developed in themselves if they had been encouraged to develop positive discipline?
3. After about 30 minutes ask the participants to come back to the larger group. Allow those participants who want to share their experience to do so briefly.
4. Ask participants to continue reflecting on these issues during their day at work and think about how they can use these ideas to become better teachers or parents.



Module 4.4

Why Voice Matters

1 hour, 30 minutes

Objectives

- To understand how it feels to be unable to express opinions, ideas and problems
- To identify the various ways students can have a voice at your school

Preparations

- Blackboard, chalk
- Small pieces of paper with statements from Part 1, #5 written on them (make enough for half the group)
- Masking tape or another way to mark participants
- Read pages 26-27 in *What is a Good School?* by Dipak Naker (packaged with Step 1)

Steps

Part 1 - "I Need Your Help" Game (30 minutes)

1. Divide the participants into two groups (A and B) and ask them to move to opposite ends of the room. Ask each participant to write down their group letter on a piece of masking tape and stick it on their shirt or somewhere where people can easily determine which group they belong to.
2. Meet first with one of the groups (Group A) and tell these participants that each one of them has a great idea that would solve a problem in their school. They must now find someone who will listen to their idea and help them implement it. Ask them to think of a real idea they have or to make one up.
3. Tell all the members of Group A that when the game starts they have to move around with their hands behind their backs. They must approach members of Group B and try to explain their idea to them. They must move around from person to person (using the masking tape label to identify members of Group B) until they find someone who will listen.
4. They must be aggressive and try as hard as they can to persuade a member from Group B to listen to them. Tell them not to give up, that someone will help them if they keep trying. They can talk to as many people as they want and can return to the same person, hoping for a different response. They can also stand in line behind others to try and talk to someone. If they find someone who will help solve their problem or help implement their idea, they should go up the front of the room. The first two people to get to the front win the game.
5. Now talk to Group B. Give each member of Group B one of the pieces of paper you prepared before the session. Two pieces of paper will have the following directions:



- For the first four people that approach you, listen for a few minutes, then tell them you are busy and walk away. For the fifth person who approaches you, listen to their problem or idea and tell them you are willing to help them.

The remaining pieces of paper will have one of the following actions written on them. (You can have multiple papers with the same statements to ensure that each participant in Group B gets one.)

- Stop the person from talking right away and get angry with them for disturbing you.
 - Listen for 10 seconds, then tell the person you are too busy and walk away.
 - Tell the person that their opinions are not important to you.
 - Listen for a few minutes, as if you are going to help them, then tell the person, "Sorry, there's nothing I can do."
6. Tell Group B members that they have to spread out in the room and wait with their hands folded in front of them for Group A members to approach them with something they want to say. For anyone that approaches them, they must do exactly what is written on their paper. No matter how persuasive or how often different people come up to them, they must keep doing the same thing that is written on their paper.
 7. Now, begin the game by asking the two groups to start mingling. Group A members (hands behind their backs) have to find a Group B member (hands folded in front of them) who will listen and agree to help them. As soon as they do, they can go to the front of the room.
 8. At the end of the game, only two people will have reached the front of the room. As a facilitator, keep watching the activity. Call an end to the game about five minutes after the two people have gotten to the front of the room.



Part 2 - Game Debrief (30 minutes)

1. Lead a discussion about the activity. Ask such questions as:
 - a. Group A members, how did it feel when people wouldn't listen to your ideas?
 - b. How did it feel moving around from person to person without getting heard? Did anyone want to give up? Was anyone frustrated?
 - c. What did you want the Group B members to do for you?
 - d. Did it seem like it would be easy to find someone to listen to you?
 - e. Group B members, how did it feel to turn people away?
 - f. Group B members, did you want to try and help people? Were you confused or frustrated because you couldn't?
 - g. For the people who found someone to listen to you, how did it feel?
2. Reflect on the Creating a Conducive Learning Environment session, where we talked about voice as one of the components of a Good School. How does this exercise compare to real life in school?
Examples:
 - a. When students or teachers do not have a voice at their school they may stop trying to contribute their ideas or experiences.
 - b. If children never experience their ideas being taken seriously, they do not learn how to participate.
 - c. People who are not given the opportunity to develop their voice may become passive.
 - d. Voice is an important part of our experience of our community. If we feel that it is not valued, we may not discover important parts of ourselves.



Part 3 - Why Voice Matters (30 minutes)

1. Write 'VOICE' on the blackboard in very big letters and draw a circle around it.
2. Ask participants to think about the word 'voice'. What do we mean by it? Ask them to think of other words that describe voice. Write their answers on the blackboard around the circle. If they are stuck, you can prompt them with some of the following:
 - Expression
 - Speech
 - Democracy
 - Ability to speak
 - Right to be heard
 - Influence
 - Action
3. Ask participants to reflect on the game and the discussion.
Do you think that students have a voice in their school?
4. Do you think that a student's voice matters? Why or why not?
How does it feel in real life when you are denied the opportunity to discover or exercise your voice?
5. Explain that student voice can be thought of in three categories: self-expression, ideas and opinions, and participation in how a school is run. Write the categories on the blackboard.
6. Ask the group to brainstorm what activities could be promoted in their school to encourage each of the three categories. Some ideas include:



4.4

Self-expression

Debates

Music

Dance

Drama

Sports

School magazine

Ideas and opinions

Suggestion boxes

Idea boards

Essay competitions

School surveys

School newspaper

Participation in how school is run

Help write classroom rules

Student courts

Peer committees

Student government

Prefect councils

7. Wrap up the discussion by reminding participants that equally important to having a voice is ensuring that the voice is heard and valued. As such, ideas should help contribute to change; self-expression should be rewarded and valued; and decisions by student committees and councils should be respected.



Module 4.5

Positive Discipline Responses

1 hour, 30 minutes

Objectives

- To identify goals in disciplining children
- To identify four categories of response

Preparations

- Read the cartoon booklet *What is Positive Discipline?*
- Read *Positive Discipline: Alternatives to Corporal Punishment* by Raising Voices
- Copies of *Positive Discipline Responses* handout and poster, Page 69

Steps

Part 1 - Discussion of Goals (20 minutes)

1. Have a general discussion asking participants what is the goal of disciplining a child. Write the goals on the blackboard. Some of the answers might include:
 - a. to help children learn from their behaviour
 - b. to help them make better choices
 - c. to make them stop a certain behaviour
 - d. to understand there are consequences for their behaviour
2. If any participants say "to make them pay for their mistake" "to punish them" or other such statements, be prepared to lead the group through a discussion on whether or not this is consistent with positive discipline ideas.
3. Talk about how when we are trying to stop using the cane, we often struggle with what else to do. Ask the group to brainstorm some of the challenges to using alternative methods of discipline. The list might include:
 - a. The cane is easy. It is right there.
 - b. We don't know what else to do.
 - c. Children are used to the cane, they don't understand anything else.
 - d. We are overwhelmed with too many students. We need immediate responses.
4. Ask participants to brainstorm any alternative methods of discipline they can think of. Write all of their answers on the blackboard.



Part 2 - The Four Categories (70 minutes)

1. Acknowledge all of the good work the group has done in trying to come up with alternatives. Recognise that it is difficult to think of other things to do when you are in the classroom and faced with misbehaviour. Emphasise that everything we talked about helps us to put our goals for disciplining children into four categories, based on what we want the child to do.
2. Pass out copies of the Positive Discipline Responses handout. If you have a copy of the *Positive Discipline Responses* poster put it up where everyone can see it.
3. Refer to the handout or the poster and ask a volunteer to read the categories and the different types of responses in each category. Discuss them and add any others that the participants may come up with.
4. Then discuss the layers of response as written on the handout. Note how teachers are the first line in responding to misbehaviour, but they are not alone. There are many other people to turn to for help.
5. Reinforce that every time we choose to discipline a child, we should think about the ultimate purpose of our actions. Use the following checklist to help in making appropriate decisions.
 - Have I tried to find out why the child is misbehaving?
 - Is discipline really necessary, or are there other actions I should be taking?
 - What is my goal in disciplining this child?
 - Is the child learning from their mistake with this form of discipline?
 - Do they know why what they did was wrong?
 - Is the discipline logical? Can the child understand it?



4.5

- Is it humiliating to the child?
 - Is it proportional to the offence?
 - Am I acting as a role model?
6. Ask for one participant to sum up the session. What was the point?
Example: To identify our goals when disciplining children and to learn about different responses other than corporal punishment.



Module 4.6

Positive Discipline Role-Play

1 hour, 30 minutes

Objectives

- To identify goals in disciplining children
- To gain practical experience with positive discipline alternatives

Preparations

- Copies of Positive Discipline Responses handout page 69
- *Positive Discipline Responses* poster
- 21 pieces of paper with a different response from Part 1, #1 written on each one
- 10-20 pieces of paper with the statements from Part 2, #3 written on them

Steps

Part 1 - Role-Play (1 hour)

1. Before the session, write each of the responses on a separate piece of paper as follows:

Reflection: Verbal warning

Reflection: Timeout

Reflection: Letter writing

Reflection: Oral apology

Reflection: Infraction slip

Penalty: Light work

Penalty: Withdraw privileges

Penalty: Detention

Penalty: Behaviour Contract

Penalty: Disciplinary talk

Penalty: Demerit

Penalty: Community service

Reparation: Public apology

Reparation: Replace or repair

Reparation: Financial restitution

Reparation: Official reprimand

Reparation: Calling parents

Last Resort: Parent meeting

Last resort: Referral



Last resort: Suspension

Last resort: Expulsion

2. Hang up the *Positive Discipline Responses* poster and ensure that everyone has their Positive Discipline Responses handout from the last session. page xx
3. Remind participants briefly about what was discussed in the last session.
4. Hand one piece of paper to each participant. If there are fewer than 21 participants, give some two pieces of paper.
5. Explain that you are going to do an exercise to help teachers get used to trying out alternative responses to discipline problems.
6. Ask for two volunteers to act out a short one-minute role-play in which a child is misbehaving. Allow the volunteers a few minutes to compose their role-play. Use the following ideas for role-plays or any other situations that are common in your school:
 - a. During playtime, one boy bullies another boy. He is pushing him around and teasing him.
 - b. During break time, all of the students have left the classroom for lunch. However, one student stays behind and starts going through her classmates' desks. She steals a few pencils and some small coins.
 - c. A student is sitting in the back of the classroom. He is using his pen to carve some words into the desk.
 - d. A student at a boarding school has heard that an action movie is going to be shown at the local video hall down the road from the school. He sneaks out to go watch it and is caught by a teacher when he tries to re-enter the school grounds.
 - e. A student is hungry. She hasn't eaten all day. She sneaks behind to the school garden and takes a few tomatoes. As she is eating them, a teacher sees her.



- f. A student has failed his math exam for the third time this term. When the teacher asks him, he says he is studying, but the teacher is sure he must be lying. Otherwise, how can he keep failing?
7. After the role-play, ask the volunteers to remain in their positions. Ask the group what would be the intention of the teacher when disciplining this child? Is it to have them reflect on their behaviour, to experience a consequence, to make amends or is it a last resort?
8. Ask participants to look at their piece of paper. Ask who has a response that might be appropriate for this situation. Ask that person to come up and act out the response with the volunteers who have already done the role-play.
9. Discuss the outcome with the group. Sometimes, the person playing the student will act stubborn, and the response might not work. Ask if anyone else has a response that might work.
10. If so, have them come up and act out the response.
11. The idea is to encourage teachers to use these responses, not just say them. Ask them to act out the entire response. For example, if they are giving a student a timeout, they don't just stand up and say, "I am giving you a timeout." They might tell the student that he is receiving a timeout, and he must go to the bench in the staff room and sit there for five minutes. The teacher might then say, "After the five minutes, I will send for you to come back and you must tell me if you are ready to act properly in class."
12. Continue with different role-plays until everyone gets the idea of using these responses.

Part 2 - All in a Row (30 minutes) (optional)

1. Explain to the group that discipline is fluid; there are many choices and many ways in which to tackle a problem. You are going to conduct a small

game to help people understand that there are many options.

2. Read the following story to the group:

Peter has been getting very loud in class lately. He is disrupting the lesson by talking, throwing papers and kicking at the desks. For the third time this week, Peter didn't have his homework. You asked him to pull out his notebook and write the assignment in front of you, but he did not seem to know what to do.

3. Pass out the pieces of paper with the following responses written on them, one to each participant. If there are more people than papers, you can ask the extra people to help with getting the group in order.

Response options:

- Talk to student
- Find out what the problem is/why the student is misbehaving
- Stand closer to the student
- Give the student a special duty in class, such as writing on the board or being class monitor
- Refer to head teacher
- Shift the student's seat
- Refer to Peer Discipline Committee
- Call parents
- Point out the class rules
- Ask student to pay attention
- Verbal warning
- Withdrawal of privileges
- Timeout



4.6

- Detention – student stays after class to do his assignment
 - Offer extra help to the student
4. Ask everyone to look at their paper. Then ask them to talk to other people in the group and look at their papers. People should hold out their papers in front of them so everyone can see and read them.
 5. Ask the participants as a group to think about the problem in the story and imagine that it keeps happening. Ask the group members to stand in the order that they think discipline could be handled. There is no correct answer, so encourage debate to decide when each step could happen. If they choose, they can throw out some of the papers that they think are not applicable, but they must have a reason.
 6. After everyone is in order, have each person read their paper. Have a discussion about the exercise:
 - a. What was most difficult about finding a good order?
 - b. Did you think there was a correct order?
 - c. Could you have done it in a different order?
 - d. Were there too many responses or not enough?
 - e. Do you think this is applicable to your classroom?
 - f. What does this teach you?
 7. Ask for participants to sum up the session. Example: There are many alternatives to corporal punishment and practicing them is key to implementing them effectively in the classroom.



Module 4.7

Encouraging Good Behaviour

1 hour, 30 minutes

Objectives

- To identify ways of recognising student effort
- To become aware of how negative language affects students
- To practice giving compliments

Preparations

- Blackboard, chalk
- Papers with statements from Part 2, #2 written on them
- Notebook paper, pens or pencils
- Tape

Steps

Part 1 – Rewarding Daily Effort (45 minutes)

1. Begin with a group discussion on why we need to encourage students. Will it spoil them? Will it make them big headed or will it help them? How will it help them? Examples might include:
 - a. To build confidence and self-esteem
 - b. To acknowledge that they are following rules
 - c. To recognise effort, not just success
 - d. To keep students motivated
 - e. To build relationships of trust and role model positive behaviour

Emphasise that it is not just giving rewards for the smartest students or for high exam scores. It is about daily recognition that students are trying their best and making small achievements along the way.

2. Divide the group into two teams. Ask each team to meet for 10 minutes and collectively brainstorm ways they could give positive encouragement. After 10 minutes, ask the teams to come back.
3. Explain that you are going to have a race. Line each team up on the far end of the room.
4. When you say 'Go', one team member from each team will race across to the other side of the room while hopping on one foot. (If the group members are not so fit, you can have them walk backwards or with their eyes closed). When they get to the other side, they must write on the blackboard one way in which to give positive encouragement to a student.
5. As soon as they are finished writing, they must hop back to the beginning of the line and hand the piece of chalk to the next person on their team. That person must then hop on one foot to the blackboard. When they get there, they must also write one way in which to give positive encouragement to a student. As soon as they are finished writing, they must hop back on one foot and hand the piece of chalk to the next person on their team.

6. Explain that for team one, members are allowed to cheer and encourage each other to get to the other side faster. They can do whatever they want to help that person get to the other side.
7. Team two is not allowed to do or say anything to help their team members.
8. Both teams continue until everyone has had a turn and one team finishes first.
9. Congratulate everyone for playing and hold a discussion after the game.
10. Ask team one how it felt to be encouraged in their efforts. In what ways did your teammates help you? How did it feel? Did they only encourage you when you succeeded at getting to the other side, or did they say positive things the whole time?
11. Ask team two how it felt to remain quiet. Was it difficult to hear the other group cheering each other on? Was it harder to keep going without anyone supporting you?
12. Discuss the actual items on the list. Was it difficult to come up with ways to encourage students? Are the items on this list things you already do or are they unusual?
13. Look at the items on the list. Ask if there are other things you might add to the list. As a facilitator, try to include as many things as possible, such as the following:
 - A pat on the shoulder
 - An "I'm proud of you!" statement
 - Selection as class leader for a day
 - Selection as 'teacher assistant' for a day
 - Selector of a group activity or project
 - Praising the student in front of other teachers or the school principal



4.7

- Asking the student to assist others
- Sending a note home for the parent when a child does something good
- An honor, such as being nominated for most-improved student
- Badges or buttons
- Certificates
- Extra time to complete an assignment
- Good grades
- Peer recognition
- Class honor roll
- Having names displayed on a classroom Wall of Fame
- A treat
- A thank you note from the teacher
- Encouraging compliments on written work
- Smiles
- Verbal praise
- Earning extra credit to improve a grade
- Tutoring other students
- Participating in a special project
- Displaying work for others to see
- Using library during free time



14. Ask everyone to look at the list and make a commitment to give positive encouragement to their students. Ask them to write down in their notebooks three things that they will use in their classroom. Then ask participants to consciously think about how often they encourage others. Ask them to keep track during any given day or week and to try to give at least three positive comments to every one negative comment they say. This can apply in daily life as well, not just in school.

Part 2 - How We Use Language (30 minutes)

1. Brainstorm about why positive reinforcement is important. Discuss how rewarding and encouraging students, as noted in the previous exercise, are excellent ways of relating to students. Also discuss *how* we reward children. We want to focus on several points:
 - a. Reward the behaviour, not the task. Example: Instead of saying, "Thank you for not talking", say, "Well done for respecting others by staying quiet".
 - b. Focus on what the student is doing correctly rather than what they are doing incorrectly. Example: Well done that you wore your uniform to school today! For tomorrow, please remember to wash it well.
 - c. Try not to compare one student to another. It usually makes one of them feel bad.
 - d. Encourage effort, not just success.
2. Before the session, write the following statements on slips of paper. (A possible answer is listed after each statement. Do not write them on the papers. They are to help facilitate during the exercise.)
 - A student in your class is dressed smartly. You want to praise him so you say, "You are dressed so smartly today. Your classmates could learn a good lesson from you because they are so untidy". (Possible answer: "You are dressed so smartly today. Well done!")

- A student does well on a test and you want to recognise her good behaviour. You say, "Well done! You are so much smarter than your classmates!" (Possible answer: "Well done! I can tell that you really studied for this exam. Please keep up the excellent effort!")
- A child who never wears a uniform comes to school one day with it on. You say "Your uniform is dirty! What's wrong with you?" (Possible answer: "Well done for wearing your uniform today. Tomorrow, please be sure it is clean.")
- A student is working very hard to write well in English but continues to make mistakes. You say, "I think you are not good at English. If you don't improve by next week, you will fail my class". (Possible answer: "Very good effort! I can see you are trying very hard to do well in English class. Is there something we can help you with to do better, perhaps another student to tutor you?")
- A student is being very disruptive in your class and is talking a lot. You are annoyed with the student and say: "Stop talking immediately! If you don't shut up, you're really going to get it!" (Possible answer: You could say, "Please try and be respectful to other students and keep quiet during the lesson so everyone can learn." Or ask the student to reflect on the classroom rules, "What do the class rules say about talking during the lesson?")
- A child is running around the school yard and you are afraid he is going to get hurt. And, he is breaking the rules. You say, "Stop running this minute or you will be punished!" (Possible answer: "Please walk. If you run, you might get injured and you are also breaking the school rules.")
- A child is late to class for the third time in a week. You have ignored her lateness before, but now you feel you

need to say something. You say, "This is the third time you are late this week! What's the matter with you?" (Possible answer: "This is the third time you are late this week. You will stay after class when the others have gone to play to make up for the lost time, and we will talk about why this keeps happening.")

- It's really hot outside and a child is wasting water by letting the tap flow while sticking his head under it to cool down. You say: "What's wrong with you? You are wasting water!! You want to know what it is like to feel hot? Go stand in the sun until I say you can come inside!" (Possible answer: "I know it is really hot outside, and we are all suffering. But I think you understand what this water is for. All of the children need it to be able to wash themselves. What will happen if you use all the water?" Give them a choice to sit inside for five minutes to think about how important the water is or to apologise for misusing it.)
3. Ask participants to divide into small groups of three or four people. Give each group a piece of paper with one of the written statements on it.
 4. Ask the group to read the statement and reflect a few minutes on what it says. Discuss how it can be turned from a negative statement to a positive and encouraging one.
 5. Have them write the positive statement on the back.
 6. After a few minutes, ask for one person from each group to come up to the front and read the statement as it is and then how they converted it to a positive statement. Ask the group if they have any comments or suggestions for improving it.
 7. Continue until everyone has a turn.



Part 3 - Giving Compliments (15 minutes)

1. Ask everyone to tape a full piece of paper to their backs.
2. Give everyone a pen, pencil or marker.
3. Ask the group to mingle and to go around the room and write positive comments about people, using the pieces of paper stuck to their backs.
4. As you are writing, be sure that everyone's papers are filling up. Take the time to write on as many papers as possible to be sure everyone has something on their paper.
5. Come back to the group and have everyone take off their papers and read them.
6. Lead a discussion:
 - a. How does it feel to read nice things about yourself?
 - b. How would it feel if you had negative words written about you?
 - c. What does this mean about how we should treat our students?



Handout

Positive Discipline Responses: Alternatives to Corporal Punishment

Reflection

For minor day-to-day problems, students will be asked to reflect on their misbehaviour. Children learn from their mistakes when they understand why what they did was wrong, and when they are given an opportunity to think about the consequences of their behaviour. The types of discipline measures in this category include:

- a. *Verbal warning.* This involves talking to the student and telling them what they did wrong. It also involves telling them that if they repeat the misconduct, further disciplinary steps may be taken.
- b. *Imposing timeout:* This involves asking a child to either leave the class for 10 minutes, or sit in a quiet place and think about their behaviour. To be able to return to class, the student must be able to articulate what they did wrong and how they will avoid repeating the mistake. After 10 minutes, the teacher should invite the child back into the room and ask her to explain what they did wrong. This should be done firmly without humiliating the child. It is important to remember that this is more than just sending a child out of the class. The child should be sent to a specific spot where they must sit and think, such as a chair outside the head teacher's office, a chair in the staff room, or a bench just outside your class. Timeouts are not punitive, but rather a chance for a child to reflect upon their mistake.



- c. *Letter writing.* This could involve writing a letter or even an essay on why they behaved in a certain way and what they will do to avoid repeating the mistake. If appropriate it should include an apology.
- d. *Oral apology.* This involves apologising to the wronged person and asking for forgiveness. The wronged person should also acknowledge the apology and accept it.
- e. *Infraction slip.* This involves writing the child's offence down on a slip of paper. If the child stops the misconduct, the paper will be thrown away at the end of the class. If the child continues the misconduct, the paper shall be given to the peer committee to take further disciplinary measures.
- f. *Discipline box.* This involves writing the name of a child on a piece of paper and placing it in a box that you have established in the classroom. The box is checked on a weekly basis. You can set a limit such that if the child's name appears in the box more than a given number of times, a certain penalty will be imposed.

Penalty

For offences that are persistent and detrimental for all concerned, children may need to experience a penalty to understand that there are consequences to their actions. The types of discipline measures in this category include:

- a. *Light work that improves the school environment.* This involves such things as slashing an appropriate-sized area of grass, cleaning a small part of the school compound in a designated area, cleaning the toilets, mopping the floors, etc. The work must be productive, not punitive. The work must be appropriate to the age, size and physical abilities of the child. Care must be taken that the penalty is appropriate and related to the offence and that it is not



excessive or humiliating to the child. The aim is to create an opportunity for the child to think about their behaviour while they are performing the task and to learn a new response for the future.

- b. *Withdrawal of privileges.* This involves taking away an activity that the student enjoys. Students will not be allowed to go out during play time, they can't play during a school football match, or can't participate in a planned activity. However, students should not receive a penalty that will be detrimental to their health or safety, such as not eating lunch, not providing drinking water, toilet access or other such necessities. The withdrawal of the privilege must also be proportional. Lighter offences may mean the withdrawal is for only one day, more serious offences may mean the withdrawal is for a longer period of time.
- c. *Detention.* The student must remain for extra time after school to reflect on what they did wrong. This may also involve an assignment during that time to write an essay or a letter, or it can be to just sit and reflect.
- d. *Signing of discipline or behaviour contract.* This involves writing a one-page contract between the student and teacher that spells out the misconduct and the steps that must be taken to correct it. It includes negative consequences if the misconduct is not stopped, and positive outcomes if it is corrected. The contract is set for a specified amount of time and is signed by the teacher and student. For more serious offences, the contract may also be signed by the parent.
- e. *Disciplinary talk with the learner.* This involves setting a time to meet with the student to discuss their behaviour and to set a course for correcting it.



- f. *Demerit*. This involves marking the students file or the disciplinary book, to record the child's offence in an official manner.
- g. *Community service*. This involves having the student do light work that benefits the community in some way. Such tasks might include cleaning up a public space, helping an elderly or disabled person in the community for a specified amount of time, or volunteering at an institution that needs assistance. Any community service work requires counselling to explain the purpose of the work.

Reparation

For offences that cause damage to a third party, the student must undertake public reparation. This involves acknowledging the misbehaviour in front of others and taking responsibility for his or her actions. The types of discipline measures in this category include:

- a. *Public apology*. The student must apologise for his misbehaviour in the assembly to the entire school or to the group of people s/he offended.
- b. *Replace or repair*. If the offence is accidental, the student must contribute toward replacing or repairing the damage s/he has caused, such as erecting a new fence, chopping wood, or repainting a wall.
- c. *Financial restitution*. If the offence was intentional, the student must replace or repair the damage and must also pay for the materials needed to fix it. If financial restitution is impossible, the school may require the student to do meaningful labor within the school to compensate for the damage.



- d. *Official reprimand.* The student must accept a written notice to their disciplinary record and must sign a letter committing to reform. The letter spells out repercussions for failing to reform.
- e. *Involving parents.* The school will involve parents to contribute towards replacing, repairing or apologising for the damage caused by the student.

Last Resort

For persistent and serious offences, sometimes severe action must be taken as a last resort. The types of discipline measures in this category include:

- a. *Parent meeting.* Summoning and discussing with parents the possible next steps as a warning to the child and the parents.
- b. *Referral.* This involves referring the student to a professional who can assist her/him, such as a counsellor, personnel from an NGO, a community member, probation officer, social worker, religious leader or any other such person.
- c. *Suspension.* A time-limited suspension (e.g. one week) with a written warning and a referral to a counsellor or probation officer.
- d. *Expulsion.* As a very last resort, expulsion from school with the involvement of the probation officer and recommendation of an action plan for next steps to help the child.



Layers of Response

Teacher

The first person to handle any disciplinary case is the teacher. However, if the students continue to misbehave, the case can be referred to the next layer.

Peer Discipline Committee

Each class can elect students to serve as a Peer Discipline Committee. The responsibility of this committee is to meet on a regular basis and to handle all cases of indiscipline referred to them by the teacher. The peer committee shall hold a hearing with the offending student and may choose appropriate disciplinary measures for the action, including counselling them as a peer group, or helping the student by coming up with solutions for her/his problem.

School Discipline Committee

If the student continues the misbehaviour after the case is referred to and handled by the Peer Discipline Committee, the case can be referred to the School Discipline Committee which may take actions deemed appropriate according to the Code of Conduct.

Head Teacher

If the offending student continues with her/his misbehaviour, the case can be referred to the head teacher who may take actions deemed appropriate according to the Code of Conduct.

Parents

If the student still continues with the misbehaviour, the head teacher may call upon the parents to become involved and a joint decision can be reached as to the appropriate disciplinary action to take.

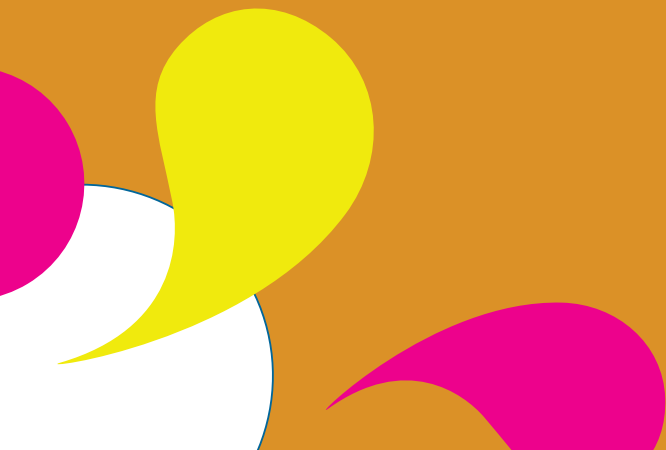
Outside Referral

Further still, if the student's misbehaviour becomes uncontrollable or dangerous to others, an outside referral may be made to counsellors, police or another relevant agency.





resources



Step 4 Monitoring Checklist

☐ Activity 4.1 Hold a planning meeting for Step 4.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

☐ Activity 4.2 Engage the Good School Committee in learning about positive discipline.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

☐ Activity 4.3 Reinforce teachers' commitment to positive discipline.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

☐ Activity 4.4 Create a school culture that recognises students' strengths.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

☐ Activity 4.5 Involve students in fostering positive classroom behaviour.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

☐ Activity 4.6 Establish a student court for resolving ongoing discipline problems.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

☐ Activity 4.7 Create standards and rules that inspire the entire school.

Date Completed: _____

What You Did: _____

Challenges: _____

Successes: _____

Zero-Tolerance Policy and Commitment Letter

Name of School: _____

Our school recognises that corporal punishment does not achieve the aim of changing behaviour. It does not help children to learn what is wrong with their behaviour and it undermines their confidence and contributes towards a loss of trust in their teachers. As such, our school has a zero-tolerance policy towards corporal punishment.

As a teacher, I promise to try my very best to use positive discipline techniques and not to use corporal punishment. I recognise that change can be challenging, but by signing this letter I am committing myself to our school's zero-tolerance policy against corporal punishment.

Signature _____

Name _____

Date _____

Lesson Plan for Writing Classroom Rules

Objectives

- To understand why rules are useful and necessary
- To provide students with an opportunity to create their own classroom rules
- To practice group decision making

Preparations

- Blackboard, chalk
- Exercise books
- Poster paper

Steps

Part 1 – Why We Need Rules

1. Ask a student to explain to you how a football game is played (or use any other game they may be familiar with as an example).
2. Go around the room and ask students what the most important rules of the game are. Write them on the board.
3. Ask students why football players need these rules. What would happen if there were no rules? Would the football players know what to do? Would they be any good? Would they get frustrated and stop playing? How would anyone know who wins?
4. Explain that in many situations, rules are needed in order to function. Explain how the situation in the classroom is no different than a football field. We need to have rules so students can learn and be as talented as a football team! Ask students to think about what would happen if there were no rules in class. Would students come on time? Would anyone do their homework? Would they respect each other?
5. Divide students into smaller groups. Ask each group to brainstorm together and to come up with 10 rules that they think are good rules for a classroom (e.g. everyone must arrive on time, everyone must listen to whoever is talking, questions are allowed if you don't understand, if you agree to do something you must do it, beating or humiliating will not be allowed). They can be rules they have had before or new ones that they think the classroom should have. Ask one student in each group to write them in their exercise book. After 10-15 minutes, ask the students to come back together.
6. Ask each group to present their list of rules. As they are saying their rules, write them on the blackboard. If the same rules keep coming up, only write it once but put a check or a star next to it each time it is mentioned. After all the rules are listed, combine likeminded rules together to make one rule.

7. The idea is to create a few rules that are very simple to follow. Try to narrow your list down to no more than 10-12 rules.
8. Most likely, all the rules a teacher would want will be on the list. But if not, lead a discussion to ask about a certain rule that you feel is missing. Try to get the students to be the ones to suggest it.
9. Try to keep words respectful and rules positive. Instead of "Don't interrupt the teacher," write "Raise your hand to speak." Instead of "No stealing," write "Respect other people's things."

Part 2 - Committing to the Rules

1. After the class is finished, write the new rules on a large sheet of paper or cardboard and create a colourful poster. The next day in class, ask each student to sign the poster, explaining that their signature means they are committing to following the rules.
2. Ask students to copy the rules onto the inside front cover of their exercise book so that they are always reminded of the rules they agreed to.
3. Whenever the class has a "bad day" or students are slipping, remind them of the rules and of their signature. If necessary, spend some time reviewing the rules and discussing why they were written.
4. Thank the students for all the hard work they did to make the list of rules.

Behaviour Contract Template

This is a contract between _____ (teacher)

and _____ (student).

_____ (student) agrees to

_____ (teacher) agrees to help the student by

If the student successfully fulfils the contract:

Consequences for not fulfilling the contract:

Dates/method for checking on progress: _____

This contract will end on: _____

Student signature _____

Date _____

Teacher signature _____

Date _____

Key Components of a Code of Conduct

The following are key components of a strong and effective Code of Conduct. See the sample on page 92 and the template on page 106 for examples of how these items may be developed and organised. As you draft your school's Code of Conduct, use this information to guide your deliberations.

Mission Statement

Your school probably already has one of these. It is a short declaration of the main purpose of your school. If you do not have one, consider writing one. You may also consider revising the one you have to reflect the new ideas you have learned by participating in this project.

Student Bill of Rights

This section lists the rights that students have while they are on school property. Such rights might include the following: to learn without being disrupted by others; a safe, clean and healthy learning environment; to be free from harassment by peers and staff; the right to know the charges against them in a disciplinary situation and to speak on their own behalf; access to school rules and explanations of those rules; a high quality of education that develops their mind and spirit; to express an opinion, as long as it does not incite or promote violence or violate the rights of others. You may also want to include a section on what rights teachers have at your school.

Responsibilities

Teachers' Responsibilities: This section lists what is expected of all the teachers. Such responsibilities might include the following: maintain a climate of mutual respect and dignity; be prepared to teach; assign appropriate homework and mark it on time; demonstrate interest in teaching and concern for student improvement; know school policies, rules and regulations and

enforce them in a fair and consistent manner; refrain from the use of corporal punishment when disciplining students; look for positive ways of disciplining students and ways to encourage good behaviour; communicate to parents and students their expectations of students; create a classroom discipline plan; build good relationships with students, parents and other staff; listen to students and counsel them when they have problems; act as role models.

Students' Responsibilities: This section lists what is expected of all the students. Such responsibilities might include the following: respect other members and property of the school; be punctual; be actively involved in class discussions, work and any other activity that needs their involvement; complete homework on time; avoid malpractice during tests and examinations; deliver to parents/guardians circulars, reports and any other communications from school; be familiar with and abide by all school policies, rules and regulations; maintain personal cleanliness and follow the dress code; and protect their school's reputation.

Parents' Responsibilities: This section lists what is expected of all parents. Such responsibilities might include the following: recognise that the education of their children is a joint responsibility of the parents and the school community; send their children to school ready to participate and learn; ensure their children attend school on time, every day; know school rules and help their children to follow them; build good relationships with teachers, other parents and children; get involved in promoting their school.

Dress Code

This section specifically spells out the required student dress code.

Discipline Policy

Clear policies on corporal punishment and positive discipline are crucial to your Code of Conduct. Refer to the sample Code of Conduct on page xx for an example on how this policy might read. Adjust the policies to fit the situation of your school environment.

Disciplinary Procedures and Consequences

During the training and throughout this program, you have learned a whole range of activities and attitudes to help you with discipline issues. You have learned and have been practicing alternative responses to corporal punishment. Those responses should be spelled out in your Code of Conduct. Refer to the sample Code of Conduct and list the responses that your school has approved as well as any others you may be using.

Dissemination and Monitoring

Rules and policies are ineffective if no one knows they exist and if no one is there to make sure they are followed. This section outlines how you will inform the school population about the code and what measures will be taken to monitor its implementation.

Sample Code of Conduct

This Code of Conduct applies to all students, school personnel, parents, volunteers and other visitors when on school property or attending a school function, unless otherwise indicated.

1. Mission Statement

To promote high quality education that builds in children the confidence, skill and the capacity to succeed and fulfil their ambitions.

2. Student Bill of Rights

All students at our school have the right to:

- Learn without being disrupted by others
- A safe, clean and healthy learning environment
- Mutual respect throughout the school community
- Not be subjected to harassment by peers or staff
- Due process - the right to know charges against them in a disciplinary situation and to speak on their own behalf
- Access school rules and explanations of those rules from school personnel when necessary
- Expect a high quality of education that challenges the mind and spirit
- Equal treatment and non-discrimination
- Express an opinion as long as it does not disrupt the educational process, does not incite or promote violence and does not violate the rights of others

3. Responsibilities

a. Students

All students at our school are expected to:

- Treat each other with consideration, courtesy and respect. They should respect each other's views and use polite and decent language that does not offend anybody
- Enable teaching and learning to take place with ease by:
 - Being punctual at school, to all lessons and to any other school activities
 - Actively involving themselves in class discussions, work and any other activity that needs their involvement
 - Cooperating with each other and their teachers
 - Completing morning work, class and homework in time and ensuring that the work is handed in for marking
 - Avoiding any kind of malpractice during tests and examinations
 - Showing respect to other persons and to property
- Contribute towards keeping the school clean and tidy by:
 - Disposing of all litter in the dustbin/skip
 - Keeping all the school walls and furniture free from writing, especially the toilet walls
 - Physically participating in the cleaning of the school premises
- Observe silence and avoid making unnecessary noise, especially during breaks
- Act as a channel of communication from home to school and vice-versa by:

- Delivering circulars, reports and any other communication from school to parents/guardians
- Carrying a note from parents/guardian explaining the reasons for any absence from school
- Report all potentially dangerous situations
- Accord respect to staff, prefects and class monitors at all times and in all places
- Be familiar with and abide by all school policies, rules and regulations
- Maintain personal cleanliness and follow the dress code
- Attend school on time, every day, unless excused
- Work to the best of their ability in all academic and extra-curricular pursuits and strive toward their highest level of achievement

b. Teachers

All teachers at our school are expected to:

- Maintain a climate of mutual respect and dignity
- Be prepared to teach
- Assign appropriate homework and mark it on time
- Demonstrate interest in teaching and concern for student improvement
- Know school policies, rules and regulations and enforce them in a fair and consistent manner
- Not use corporal punishment when disciplining their students
- To look for positive ways of disciplining students and ways to encourage good behaviour
- Communicate to parents and students their expectations of students, course requirements, marking procedures, classroom discipline plan, etc.

- Build good relationships with students, parents and other staff
- Demonstrate appropriate interaction with students
- Listen to students and counsel them when they have problems
- Work with students to develop a list of classroom rules and post them in the classroom

c. Parents

All parents at our school are expected to:

- Recognise that the education of their children is a joint responsibility of the parents and the school community
- Send their children to school ready to participate and learn
- Ensure their children attend school on time, every day, unless legally excused
- Ensure their children are dressed and groomed in a manner consistent with the student dress code
- Help their children understand that there are rules that must be followed to maintain a safe, orderly environment
- Know school rules and help their children to follow them
- Build good relationships with teachers, other parents and children
- Pay school fees on time. If there is a problem paying fees, it must be communicated to the head teacher. If possible, they will work together to find a solution
- Respond to teacher's communications and come to school when called
- Inform school officials of changes in the home situation that may affect student conduct or performance
- Provide a place for study at home and ensure homework assignments are completed

4. Dress Code

All students at our school are expected to follow the published guidelines with regards to their dress and appearance.

5. Methods For Reporting Violations

School personnel, students and others shall report any violations of the school Code of Conduct. Parents are also invited to advise the school of concerns they have regarding their children and the Code of Conduct. All persons have the responsibility to report a violation or crime to the proper school authorities. In addition, any parent, guardian, student or teacher who has cause to take issue with the implementation of this Code of Conduct may request a meeting with the head teacher and the other parties involved and will be given a fair hearing. Everyone shall be allowed due process and to present their version of events in the case of an infraction.

6. Policy On Corporal Punishment

Our school recognises that corporal punishment is counterproductive and that it does not achieve the aim of changing behaviour. It does not help children to learn what is wrong with their behaviour and it undermines their confidence and contributes towards children learning to trust their teachers less. As such, our school prohibits the use of corporal punishment.

- All incidents of serious disciplinary action must be recorded in the school's discipline book and the head teacher must be notified.
- Any teacher contravening this policy will have disciplinary action taken against them.
- All members of the school have a responsibility to report any violation of this policy to the head teacher and their concerns will be treated seriously and confidentially.

7. Positive Discipline

Our school is committed to positive discipline. If a child misbehaves, every attempt will be made to discover why the child is misbehaving and to focus on solutions. However, there are consequences to a student's misbehaviour. All of those consequences shall be fair and consistently applied and shall always be:

- relevant to the misbehaviour
- proportional to the offence
- focused on correcting the behaviour and not on humiliating the student
- aimed at rehabilitation (teaching someone to learn from their mistake) not retribution (payback)

We believe that recognising and rewarding positive behaviours, effort, and improvement is crucial to a student's academic and emotional growth. All teachers at our school shall strive to use positive reinforcement to encourage not only excellence, but also effort.

8. Prohibited Student Conduct

Our school expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of others and for the care of school facilities and equipment. The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behaviour as well as the consequences of their misbehaviour. School personnel are expected to use disciplinary action only when necessary and to place emphasis on the student's ability to make choices and to grow in self-discipline.

The school recognises the need to make its expectations for student conduct specific and clear. Students who do not accept responsibility for their own behaviour and who violate these school rules will be required to accept penalties for such misconduct. Those penalties shall be fair, consistent and proportional to the level of the offence. Students may be subject to disciplinary action when they engage in any of the following misconduct.

Level 1 - Minor Offences

- Talking, shouting, playing, eating or otherwise being disruptive in class
- Nicknaming or imitating teachers

Level 2 - Significant Offences

- Repeated violations of Level 1 offences
- Not speaking English
- Coming late to class
- Repeated violations of dress code
- Unkempt personal hygiene/performing personal hygiene routines in unauthorised locations
- Littering
- Graffiti
- Lying
- Loitering during class time
- Misuse of school property
- Petty theft
- Bullying or teasing
- Dodging homework

Level 3 - Serious Offences

- Repeated violations of Level 2 offences
- Disrespecting teachers, staff, prefects or any other persons
- Stealing

- Possession of forbidden materials in school
- Using abusive language
- Refusing to do assigned work
- Dodging classes
- Trespassing
- Leaving school premises without permission during school hours
- Gambling

Level 4 - Severe offences

- Repeated violations of Level 3 offences
- Having sexual relations on school property or while attending school or any school-related function
- Destruction of school property
- Discrimination
- Drug abuse
- Physical fighting with teachers, staff or other students
- Sexual harassment
- Sexual violence or assault
- Cheating on exams
- Forgery
- Carrying weapons
- Committing any violent or criminal acts

9. Disciplinary Procedures and Consequences

Any student who engages in any of the aforementioned misconduct may be subject to the following disciplinary measures. These disciplinary measures are based on a series of four types of responses:

a. Reflection

For minor day-to-day problems, students will be asked to reflect on their misbehaviour. Children learn from their mistakes when they are told why what they did was wrong and when they are given an opportunity to think about the consequences of their behaviour. The types of disciplinary measures in this category include:

- *Verbal warning* – This involves talking to the student and telling them what they did wrong. It also involves telling them that if they repeat the misconduct, further disciplinary steps may be taken.
- *Imposing timeout* – This involves asking a child to either leave the class for 10 minutes or sit in a quiet place and think about their behaviour. To be able to return to class, the student must be able to articulate what they did wrong and how they will avoid repeating the mistake. After 10 minutes, the teacher should invite the child back into the room and ask him/her to explain what they did wrong. This should be done firmly without humiliating the child. Timeouts are not punitive, but rather a chance for a child to reflect upon his/her mistake.
- *Letter writing* – This could involve writing a letter or even an essay on why they behaved in a certain way and what they will do to avoid repeating the mistake. If appropriate it should include an apology.
- *Oral apology* – This involves apologising to the wronged person and asking for forgiveness. The wronged person should also acknowledge the apology and accept it.
- *Infraction slip* – This involves writing the child's offence down on a slip of paper. If the child stops the misconduct, the paper will be thrown away at the end of the class. If the child continues the misconduct, the paper shall be given to the peer committee to handle.

b. Penalty

For offences that are persistent and detrimental for all concerned, children may need to experience a penalty to understand that there are consequences to their actions. The types of disciplinary measures in this category include:

- *Any of the disciplinary actions listed above.*
- *Light work that improves the school environment* — This involves such things as slashing an appropriate-sized area of grass, cleaning a small, designated part of the school compound, cleaning the toilets, mopping the floors, etc. The work must be productive, not punitive. The work must be appropriate to the age, size and physical abilities of the child. Care must be taken that the penalty is appropriate and related to the offence and that it is not excessive or humiliating to the child. The aim is to create an opportunity for the child to think about their behaviour while they are performing the task and to learn a new response for the future.
- *Withdrawal of privileges* — This involves taking away an activity that the student enjoys. Students will not be allowed to go out during play time, play during a school football match, or participate in a planned activity. However, students may not receive such a penalty that will be detrimental to their health or safety, such as not eating lunch, not providing drinking water, toilet access or other such necessities. The withdrawal of the privilege must also be proportional. Lighter offences may mean the withdrawal is for only one day. More serious offences may mean the withdrawal is for a longer period of time.
- *Detention* — The student must remain for extra time after school to reflect on what they did wrong. This may also involve an assignment during that time to write an essay or a letter or to just sit and reflect.

- *Signing of discipline or behaviour contract* — This involves writing a one-page contract between the student and teacher that spells out the misconduct and the steps that must be taken to correct it. It includes negative consequences if the misconduct is not stopped and positive consequences if it is corrected. The contract is set for a specified amount of time and is signed by the teacher and student. For more serious offences, the contract may also be signed by the parent.
- *Disciplinary talk with the learner* — This involves setting a time to meet with the student to discuss their behaviour and to set a course for correcting it.
- *Demerit* — This involves marking the students file or the disciplinary book to record the child's offence in an official manner.
- *Community service* — This involves having the student do light work that assists the community in some way. Such tasks might include cleaning up a public space, helping an elderly or disabled person in the community for a specified amount of time, or volunteering at an institution that needs assistance. Any community service work requires counselling to explain the purpose of the work.

c. Reparation

For offences that cause damage to a third party, the student must undertake public reparation. This involves acknowledging the misbehaviour in front of others and taking responsibility for his or her actions. The types of discipline measures in this category include:

- *Any of the disciplinary actions listed above.*
- *Public apology* — The student must apologise for his/her misbehaviour in the assembly to the entire school or to the group of people s/he offended.

- *Replace or repair* – If the offence is accidental, the student must contribute toward replacing or repairing the damage s/he caused, such as erecting a new fence, chopping wood, or repainting a wall.
- *Financial restitution* – If the offence was intentional, the student must replace or repair the damage and must also pay for the materials needed to fix it. If financial restitution is impossible, the school may require the student to do meaningful labour to earn the money to pay for the damage.
- *Official reprimand* – The student must accept a written notice to their disciplinary record and sign a letter committing to reform. The letter spells out repercussions for failing to reform.
- *Calling parents* – The school will involve parents to contribute towards replacing, repairing or apologising for the damage caused by the student.

d. Last Resort

For persistent and serious offences, sometimes severe action must be taken as a last resort. The types of discipline measures in this category include:

- *Any of the disciplinary actions listed above.*
- *Parent meeting* – Summoning and discussing with parents the possible next steps as a warning to the child and the parents.
- *Referral* – This involves referring the student to a professional who can assist her/him, such as a counsellor, person from an NGO, a community member, probation officer, social worker, religious leader or any other such person.
- *Suspension* – A time-limited suspension (e.g. one week) with a written warning and a referral to a counsellor or probation officer.
- *Expulsion* – As a very last resort, expulsion from school with the involvement of the probation officer and recommendation of an action plan for next steps to help the child.

All disciplinary measures also have a series of layers. If a student commits an offence, the layers of response are as follows:

1. Teacher

The first person to handle any disciplinary case of a Level 3 or less is the teacher. However, if the student continues to misbehave, the case will be referred to the next layer.

2. Peer Discipline Committee

Each class shall have an elected number of students to serve as a peer discipline committee. The responsibility of that peer committee is to meet on a regular basis and to handle all cases of indiscipline referred to them by the teacher. The peer committee shall hold a hearing with the offending student and may choose appropriate disciplinary measures for the action, including counselling them as a peer group or helping the student by coming up with solutions for her/his problem.

3. School Discipline Committee

If the student continues the misbehaviour after the case is referred to and handled by the Peer Discipline Committee, the case may be referred to the School Disciplinary Committee, which may take actions deemed appropriate and according to the Code of Conduct.

4. Head teacher

If the offending student continues with her/his misbehaviour, the case shall be referred to the head teacher, who may take actions deemed appropriate and according to the Code of Conduct.

5. Parents

If the student still continues with the misbehaviour, the head teacher may call upon the parents to become involved and a joint decision will be made as to the appropriate disciplinary action to take.

6. Outside referral

Further still, if the student's misbehaviour becomes uncontrollable or dangerous to others, an outside referral may be made to counsellors, police or another relevant agency.

10. Dissemination Of Code Of Conduct

At our school we shall endeavour to see that all stakeholders are aware of this Code of Conduct. Awareness of this document shall be spread by:

- Introducing the document to each class and explaining its contents
- Providing a copy of this document, or a summary of it, to every student at the beginning of the year
- Providing a copy of this document, or a summary of it, to every new student who enrolls during the course of the year
- Ensuring that every student takes the copy home to their parents to be read and understood by the parents
- Providing a place for both student and parent to sign the document, saying they have read and understood its contents and agree to abide by it
- Making copies of the Code of Conduct available in the head teacher's office to all persons upon request

Code of Conduct Template

(An electronic version can be downloaded from www.raisingvoices.org.)

SCHOOL CODE OF CONDUCT

Adopted _____

This Code of Conduct applies to all students, school personnel, parents, volunteers and other visitors when on school property or attending a school function, unless otherwise indicated.

1. Mission Statement

2. Student Bill Of Rights

All students have the right to:

-
-
-
-
-
-

3. Responsibilities

Teachers

All teachers are expected to:

-
-
-
-
-
-

Students

All students are expected to:

-
-
-
-
-
-

Parents

All parents are expected to:

-
-
-
-
-
-

4. Dress Code

All students are expected to adhere to the following rules in regards to their dress and appearance:

-
-
-
-

5. Method For Reporting Violence

6. Policy On Corporal Punishment

7. Positive Discipline Mission

8. Prohibited Student Conduct

Students may be subject to disciplinary action when they engage in any of the following misconduct:

a. Level 1 - Minor Offences

-
-
-
-

b. Level 2 - Significant Offences

-
-
-
-

c. Level 3 - Serious Offences

-
-
-
-

d. Level 4 - Severe Offences

-
-
-
-

9. Disciplinary Procedures and Consequences

Any student who engages in any of the aforementioned offences may be subject to the following disciplinary measures. These disciplinary measures are based on a series of four types of responses:

a. Reflection

For minor day-to-day problems, students will be asked to reflect on their misbehaviour. Children learn from their mistakes when they are told why what they did was wrong and when they are given an opportunity to think about the consequences of their behaviour. The types of disciplinary measures in this category include:

-
-
-
-

b. Penalty

For offences that are persistent and detrimental for all concerned, children may need to experience a penalty to understand that there are consequences to their actions. The types of disciplinary measures in this category include:

-
-
-
-

c. Reparation

For offences that cause damage to a third party, the student must undertake public reparation. This involves acknowledging the misbehaviour in front of others and taking responsibility for his or her actions. The types of disciplinary measures in this category include:

-
-
-
-

d. Last Resort

For persistent and serious offences, sometimes severe action must be taken as a last resort. The types of disciplinary measures in this category include:

-
-
-
-

All disciplinary measures also have a series of layers. If a student commits an offence, the layers of response are as follows:

10. Dissemination Of The Code Of Conduct

_____ School shall endeavour to see that all stakeholders are aware of this Code of Conduct. Awareness of this document shall be spread by:

