

## POSITION PAPER

# Corporal Punishment in Schools

## *Position Paper of the Society for Adolescent Medicine*

### *Definition*

Corporal punishment refers to intentional application of physical pain as a method of changing behavior [1]. It includes a wide variety of methods such as hitting, slapping, spanking, punching, kicking, pinching, shaking, shoving, choking, use of various objects (wooden paddles, belts, sticks, pins, or others), painful body postures (as placing in closed spaces), use of electric shock, use of excessive exercise drills, or prevention of urine or stool elimination [2,3]. Corporal punishment in schools does not refer to the occasional need of a school official to restrain a dangerous student or use physical force as a means of protecting members of the school community subject to imminent danger.

### *Historical Perspective*

Corporal punishment against children has received support for thousands of years from interpretation of legal and religious doctrines, including those beliefs based on Judeo-Christian and other religions [4,5]. In the United States, corporal punishment has been a conventional method in disciplining children and youth since our colonial times [6,7]. Only during the past 30 years has a growing outcry emerged condemning such practices with school children [8,9]. In 1972, the American Civil Liberties Union (ACLU) and the American Orthopsychiatry Association sponsored a formal conference on this subject [6]. At that time, only two states (Massachusetts and New Jersey) legally banned corporal punishment in schools. In 1974, the American Psychological Association passed a formal resolution banning corporal punishment in schools and established the Task Force on Children's Rights, further dealing with this issue. A National Education Association report was published during that decade that denounced corpo-

ral punishment in schools and officially recommended that it be abolished [6].

In 1987, a formal organization named the National Coalition to Abolish Corporal Punishment in Schools was developed. This coalition included the National Center on Child Abuse Prevention, the American Academy of Pediatrics, the American Bar Association, the American Medical Association, the Parent-Teacher Association, the National Education Association, the Society for Adolescent Medicine, and over 20 other groups who were united in their efforts to ban the practice of physically punishing children and youth in school. This coalition has continued an active movement, with national and local meetings, newsletters, articles in various publications, and other means designed to cultivate public awareness regarding this important issue [4,5,8,9].

Corporal punishment in schools has been proscribed in Europe, (including Eastern Europe), as well as in Israel, Japan, and other countries. One can trace the roots of corporal punishment in the United States to England, which remains the only European nation legally allowing it. In 1979, Sweden further advanced the rejection of corporal punishment in schools by banning physical punishment by parents as well [10,11]. Other countries have subsequently passed laws banning parents from spanking children: Norway, Denmark and Finland [11].

States in the United States which have legally banned corporal punishment in schools include Alaska, California, Connecticut, Hawaii, Illinois, Iowa, Maine, Maryland, Massachusetts, Michigan, Minnesota, Montana, Nebraska, New Hampshire, Nevada, New Jersey, New York, North Dakota, Oregon, Rhode Island, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia and Wisconsin, in addition to the District of Columbia [9,12,13]. In some states (Alaska, Connecticut, Iowa, Minnesota, North Dakota, Oregon, Pennsylvania,

# Research Paper On Corporal Punishment

**SA Dillow**



## **Research Paper On Corporal Punishment:**

Child Maltreatment Issues ,1994      *Corporal Punishment* Patrick Lenta,2017-09-14 The aim of this book is to assess the moral permissibility of corporal punishment and to enquire into whether or not it ought to be legally prohibited Against the widespread view that corporal punishment is morally legitimate and should be legally permitted provided it falls short of abuse Patrick Lenta argues that all corporal punishment even parental spanking is morally impermissible and ought to be legally proscribed The advantages claimed for corporal punishment over alternative disciplinary techniques he contends are slight or speculative and are far outweighed by its disadvantages He presents in addition a rights based case against corporal punishment arguing that children possess certain fundamental rights that all corporal punishment of them violates namely the right to security of the person and the right not to be subjected to degrading punishment Lenta s approach is unique in that it engages with empirical literature in the social sciences in order to fully examine the emotional and psychological effects of corporal punishment on children *Corporal Punishment A Philosophical Assessment* is a philosophically rigorous and engaging treatment of a hitherto neglected topic in applied ethics and social philosophy      A scholarly inquiry into disciplinary practices in educational institutions Connie B. Zulu,Izak J. Oosthuizen,Charl C. Wolhuter,Corene de Wet,Rika Joubert,Ansie E. Kitching,Michael L. Marumo,Zahraa McDonald,Nicholus T. Mollo,Louis J. Oosthuizen,Ferdinand J. Potgieter,Bianke van Rooyen,Marius H. Smit,Amos T. Thebenyane,Andre van der Bijl,Johannes (Hannes) L. van der Walt,2019-12-12 This book is a collection of chapters based on original research dealing with issues of discipline and disciplinary practices in educational institutions The aim of the book is to provide a scholarly and scientific perspective on the current state of discipline and disciplinary practices in schools and tertiary education settings The issue of discipline is investigated from diverse paradigmatic and methodological perspectives presenting empirical as well as also philosophical research The empirical perspective includes quantitative positivistic qualitative interpretive and mixed methods pragmatic designs and worldviews This book offers a ground breaking contribution to the field of learner and student discipline with insights into disciplinary practices and issues in educational institutions not hitherto researched such as Technical Vocational Education and Training colleges and universities      **Eliminating Corporal Punishment** Council of Europe,2005-01-01 This handbook was launched on 24 November 2005 on the occasion of a seminar organised in Athens by the Greek Network for the prevention and combating of corporal punishment of children with the cooperation of the Council of Europe The aim of the book is to highlight the human rights obligation of European countries to end corporal punishment of children It presents the main international legal instruments available in this field as well as the situation in Council of Europe member states      A Review of Literature Regarding Corporal Punishment in Public Schools David M. Hennings,1982      The Future of Children's Rights Michael Freeman,2015-01-08 This volume is in part intended to celebrate the 25th anniversary of the United Nations Convention on the Rights of the Child We are now a generation on from its formulation and as this varied

collection of articles by leading thinkers in the field reflects children's rights have come a long way Yet the aim of this volume is not to look back but to take stock and look forward It explores subjects as diverse as socio economic rights corporal punishment language and scientific progress as they relate to children and their rights and offers new insights and new ideas Edited by one of the most respected and leading scholars in the field *The Future of Children's Rights* constitutes a stimulating and useful resource for academics and practitioners alike

**Child Abuse and Neglect** Michael L. Lauderdale, Rosalie N. Anderson, Stephen E. Cramer, 1978

*Resources in Education*, 2001

*The Hidden Crisis*, 2011-01-01 When wars break out international attention and media reporting invariably focus on the most immediate images of human suffering Yet behind these images is a hidden crisis Across many of the world's poorest countries armed conflict is destroying not just school infrastructure but the hopes and ambitions of generations of children The hidden crisis Armed conflict and education documents the devastating effects of armed conflict on education It examines the widespread human rights abuses keeping children out of school The Report challenges an international aid system that is failing conflict affected states with damaging consequences for education It warns that schools are often used to transmit intolerance prejudice and social injustice This ninth edition of the Education for All Global Monitoring Report calls on governments to demonstrate greater resolve in combating the culture of impunity surrounding attacks on schoolchildren and schools It sets out an agenda for fixing the International aid architecture And it identifies strategies for strengthening the role of education in peacebuilding The Report includes statistical indicators on all levels of education in more than 200 countries and territories It serves as an authoritative reference for education policy makers development specialists researchers and the media

**Exploring Norms and Family Laws across the Globe** Melissa L. Breger, 2022-03-28 Bringing together some of the world's leading family law scholars as well as bright and emerging minds in the field of global family law this book explores the differences and commonalities in the conceptualization and legal treatment of families throughout different legal traditions Each chapter delves into topics integral to family law jurisprudence and serves as a novel examination into a deep slice of family law Together the four parts and sixteen chapters create a melodious and intriguing examination of groundbreaking and cutting edge areas of law in the realm of the family The four parts primarily focus upon a major family law topic with the authors examining the laws across jurisdictions cross nationally or in some cases intra jurisdictionally It is through this comparative lens that we see how family law concepts are woven into the fabric of overall society around the globe This book is of interest to family law international law sociology and socio legal scholars

**Children and the Law** Katherine Hunt Federle, 2012-10-19 The study and practice of juvenile law is inherently interdisciplinary a successful practitioner must understand not only the legal implications in the field but also have a solid grounding in child psychology child development neuroscience sociology criminology and social work The best child advocates in the law have a firm familiarity with and understanding of the value these other disciplines provide *Children and the Law* is a unique coursebook

that will revolutionize the way students learn and apply juvenile law By incorporating the interdisciplinary topics necessary to understand the best practices in child law author Katherine Federle has carefully selected a vast array of articles studies research cases and statutes that allow students to best understand the law and also help bridge the divide between theory and practice The book is separated into four main sections Children and Crime Children and Protection Children and Restraints on Freedom and Children and Decision Making Each section in Children and the Law also includes a series of questions exercises and problems that encourage students to critically examine legal doctrine and policy in light of available scientific and socio scientific scholarship

### **Monitoring the Government's Response to Human Rights Judgments**

Great Britain. Parliament. Joint Committee on Human Rights,2008 This is the Committee s second annual report monitoring the Government s response to human rights judgments in the European Court of Human Rights The Committee criticises the Government for its failure to respond to many of its recommendations in its previous report 17th report session 2006 07 HL 128 HC 728 ISBN 9780104011065 The Committee believes the Government should take a consistent and transparent approach across departments to the way in which it responds to declarations of incompatibility and judgments from the European Court with the Ministry of Justice co ordinating the response to adverse judgments This report also examines a number of issues arising from outstanding judgments access to artificial insemination for prisoners and their partners controlling membership of trade union prisoners voting rights investigations into cases involving the use of lethal force security of tenure for gypsies and travellers and the corporal punishment of children

### **Education in the Best Interests of the Child**

Robert Brian Howe,Katherine Covell,2013-01-01 A large body of research in disciplines from sociology and policy studies to neuroscience and educational psychology has confirmed that socioeconomic status remains the most powerful influence on children s educational outcomes Socially disadvantaged children around the world disproportionately suffer from lower levels of educational achievement which in turn leads to unfavourable long term outcomes in employment and health Education in the Best Interests of the Child addresses this persistent problem which violates not only the principle of equal educational opportunity but also the broader principle of the best interests of the child as called for in the UN Convention on the Rights of the Child Building on the children s rights work accomplished in their previous book Empowering Children Brian Howe and Katherine Covell identify three types of reform that can significantly close the educational achievement gap Their findings make an important argument for stronger and more comprehensive action to equalize educational opportunities for disadvantaged children

### **UGC NET Paper 1 - 32 Solved Papers (2019 to 2004)**

**2nd Edition** Disha Experts,2019-09-06 Official report of debates Council of Europe: Parliamentary Assembly,2005-06-10

*Campaigning for Children* Jo Becker,2017-08-15 Advocates within the growing field of children s rights have designed dynamic campaigns to protect and promote children s rights This expanding body of international law and jurisprudence however lacks a core text that provides an up to date look at current children s rights issues the evolution of children s rights

law and the efficacy of efforts to protect children Campaigning for Children focuses on contemporary children's rights identifying the range of abuses that affect children today including early marriage female genital mutilation child labor child sex tourism corporal punishment the impact of armed conflict and access to education Jo Becker traces the last 25 years of the children's rights movement including the evolution of international laws and standards to protect children from abuse and exploitation From a practitioner's perspective Becker provides readers with careful case studies of the organizations and campaigns that are making a difference in the lives of children and the relevant strategies that have been successful or not By presenting a variety of approaches to deal with each issue this book carefully teases out broader lessons for effective social change in the field of children's rights **Twenty Years of CRC**, 2011 **Beating the Devil Out of them** Murray Arnold Straus, **Human Rights Watch World Report 2000** Human Rights Watch (Organization), Human Rights Watch Staff, 1999 Human rights watch world report 2001 events of 2000 **Introduction to Early Childhood Education** Eva L. Essa, Melissa M. Burnham, 2019-01-09 Introduction to Early Childhood Education provides current and future educators with a highly readable comprehensive overview of the field The underlying philosophy of the book is that early childhood educators most important task is to provide a program that is sensitive to and supports the development of young children Author Eva L. Essa and new co author Melissa Burnham provide valuable insight by strategically dividing the book into six sections that answer the What Who Why Where and How of early childhood education Utilizing both NAEYC National Association for the Education of Young Children and DAP Developmentally Appropriate Practice standards this supportive text provides readers with the skills theories and best practices needed to succeed and thrive as early childhood educators

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