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POSITIVE DISCIPLINE!

By :
Regional G & C



CAN YOU RELATE?





POSITIVE DISCIPLINE!

WHAT IS IT?

- ✓ PD is using proactive, preventive and corrective interventions.
- ✓ Seeks to create environment in which children are supported to learn and explore.
- ✓ Clear and consistent communication
- ✓ Consistent reinforcement of expectations, rules and limits
- ✓ Focuses on encouragement and problem-solving

POSITIVE DISCIPLINE! WHAT IS IT?- CONT'D

- ✓ Teaches children and guides their behaviour, while respecting their rights to healthy development, protection from violence and participation in their learning.
- ✓ Focuses on long-term solutions;
- ✓ Develops children's own self-discipline and their life-long skills.
- ✓ It's about teaching non-violence, empathy, self-respect, human rights and respect for other



KEY ELEMENTS/FEATURES OF POSITIVE DISCIPLINE

Mutual respect:

Demonstrates good behaviour by treating others with respect and kindness

Encouragement vs.

praise:
Notices effort and encourages improvements not just success

Problem solving:

Works with learners to solve problems; teaches problem solving skills

**KEY
ELEMENTS/FEATURES OF POSITIVE
DISCIPLINE –
CONT'D**



Understanding: Aims to understand behaviour and address root causes

Teaching: Focuses on teaching children to behave better rather than punishing poor/bad conduct

Communication: Asks questions, listens and establishes consequences

MISCONCEPTIONS & TRUTH ABOUT POSITIVE DISCIPLINE

Misconceptions on Positive Discipline

Letting learners do whatever they want

About having no rules, limits or expectations

About short-term reactions

TRUTH:

Long-term solutions that develop learners' own self-discipline

Clear and consistent communication

Consistent reinforcement of your expectations, rules and limits

**MISCONCEPTIONS &
TRUTH
ABOUT
POSITIVE
DISCIPLINE-
CONT'D**

TRUTH:

Based on getting to know learners and being fair

Building a mutually respectful relationship with learners

Teaching learners life-long skills and fostering their love of learning

Teaching courtesy, non-violence, empathy, self-respect and respect for others and their rights



THE GES'S POSITIVE DISCIPLINE TOOLS

It's not just about not hitting children but;

- ✓ Helping children to succeed
- ✓ Giving information and supporting their growth and development

It is non-violent and respectful and aims to:

- ✓ Intervene early and correct potential bad behaviour before it becomes a serious threat.
- ✓ Early intervention is critical for positive discipline.

NOTE, PLEASE.

Some children will always push the boundaries harder;

Those who are more difficult to manage, act out, or are rude and uncooperative.

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Sometimes the problem can become bigger than can be managed using prevention and early intervention strategies, school rules need to be applied.

LEVELS OF APPLICATION OF POSITIVE DISCIPLINE TOOLS

- ✓ It offers options for a graduated approach to applying sanctions to different types and levels of misbehaviour
- ✓ Proposes suitable proactive or reactive measures for addressing misbehaviour at different types and levels.



LEVELS OF POSITIVE DISCIPLINE PER THE TOOLKIT

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

POSITIVE DISCIPLINE TOOLS PER LEVEL

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

POSITIVE DISCIPLINE TOOLS PER LEVEL-CONT'D

Tool	Description	Steps
Level One – Proactive Measures		
Notice Board Poster	Classroom rules posted on notice boards as a visual reminder of expected behaviours from the students	Step 1. Set classroom rules at a school wide level Step 2. Clearly explain rules to the students (allow feedback from them) Step 3. Post rules on the notice board for future reference



POSITIVE DISCIPLINE TOOLS PER LEVEL- CONT'D..

Level One – Proactive Measures, cont'd.....

Encouragement

At this stage the students can play lead roles.

Incentives such as periodic (e.g. monthly) public acknowledgement of good behaviour or awarding supplementary credits for consistent adherence to rules applied to encourage good behaviour.

Examples:

1. Establishing consistent good behaviour as a condition for prefectship
2. Publicly acknowledging good behaviour
3. Extra credits for good behaviour

POSITIVE DISCIPLINE TOOLS PER LEVEL CONT'D..

Level One – Proactive Measures, cont'd.....

Classroom Behaviour Statement:

Statement can be recited to begin and finish the class peer education sessions

A brief statement to be recited periodically by students agreeing to adhere to standards of behaviour set for the classroom. NewsVibz.com (e.g. as a poem, a song or in pictures)

Step 1. Draft statement at a school wide level

Step 2. Clearly explain statement to students

Step 3. Ask students to recite the statement in class

Step 4. Post statement on classroom notice board for future reference

POSITIVE DISCIPLINE TOOLS PER LEVEL CONT'D..

LEVEL TWO – EARLY DETECTION/INTERVENTION

Explanation	The teacher would take time to explain to the child why a certain behaviour he/she has exhibited is unacceptable	Step 1. Set an appropriate time for both the student and teacher to have the conversation Step 2. Explain to the student the behaviour you have observed him/her exhibit and offer advice on how and why he/she should do otherwise
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POSITIVE DISCIPLINE TOOLS PER LEVEL CONT'D..

LEVEL TWO – EARLY DETECTION/INTERVENTION

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

POSITIVE DISCIPLINE TOOLS PER LEVEL CONT'D..

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

Agree ment	The teacher agrees with the child that a particular behaviour should not be repeated and also agree on what the consequence of breaking the agreement should be	Optional – Develop a template for written agreements/bond between the teacher and students Step 1. Clearly explain the misbehaviour observed to the student Step 2. Discuss the consequences of repeating it Step 3. Agree with the student verbally or by signing a written document that repeating such behaviour will be followed by the sanction discussed with him/her
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POSITIVE DISCIPLINE TOOLS PER LEVEL CONT'D..

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

Interview The teacher creates a safe environment outside the classroom to try and find out what some of the underlying issues resulting in the child's misbehaviour may be	Step 1. Set an appropriate time for both the student and teacher to have the conversation Step 2. Relax the student by assuring him/her that there is nothing to worry about Step 3. Ask questions that will help to identify the source of the behaviour being exhibited by the student (e.g. for a student that is consistently late – Who brings you to school? What time do you leave the house? What is your mode of transportation?)
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POSITIVE DISCIPLINE TOOLS PER LEVEL

CONT'D..

Student Behaviour Log	Involves entering infractions into a log book. Repeated entries for the same offence will bear a consequence to serve as a deterrent.	Step 1. Introduce the behaviour log to the class by clearly explaining what it will be used for and how it will be used Optional – Delegate the entering of infractions into the log book to a student (e.g. class prefect) Step 2. Register infractions into the log book
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POSITIVE DISCIPLINE TOOLS PER LEVEL CONT'D..

LEVEL 3: CORRECTIVE MEASURE

Reflection period	The student would be required to report to a designated room at a particular time for a specified amount of time. Ideally this time should be used for an activity that will encourage a transformative reflection on the infraction committed.	Step 1. Clearly explain the misbehaviour observed to the student Step 2. Inform the student that he/she will be required to participate in a reflection period as a result of the misbehaviour
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LEVEL 3: CORRECTIVE MEASURE- CONT'D

LEVEL 3: CORRECTIVE MEASURE

Reflection period

Step 3. Determine the appropriate time for the child to have the reflection period

Step 4. Develop an activity for the child to carry out during the reflection period that will prompt him/her to ponder on their behaviour.

POSITIVE DISCIPLINE TOOLS PER LEVEL

CONT'D..

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

Writing Lines

The child is given a sentence to write several times over. The sentence should positively reinforce that child's need and ability to adhere to the recommended forms of behaviour

Step 3. Inform the student that he/she will have to write lines as a result of the misbehaviour

Step 4. Draft the sentence the student would have to write and give him/her a deadline for submission of the lines

POSITIVE DISCIPLINE TOOLS PER LEVEL CONT'D..

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

Writing Lines

Step 3. Inform the student that he/she will have to write lines as a result of the misbehaviour

Step 4. Draft the sentence the student would have to write and give him/her a deadline for submission of the lines

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Refer to the Toolkit for additional tools for level three

POSITIVE DISCIPLINE TOOLS PER LEVEL CONT'D..

LEVEL 4: REHABILITATIVE MEASURES

Withdrawing a Responsibility

Leadership positions and other responsibilities held by offending students can be temporarily or permanently withdrawn from the child (e.g. position on the school soccer team or prefectship)

Step 1. Clearly explain the implications of the infraction and its consequences to the student

Step 2. Inform the child and other affected/concerned parties about withdrawal of the responsibility (including whether it will be permanent or temporary)

POSITIVE DISCIPLINE TOOLS PER LEVEL CONT'D..

LEVEL 4: REHABILITATIVE MEASURES

Other tools at this level include, letter to parents, counselling and daily report parent-teacher meeting. Refer to the manuals for more information.

GROUP WORK

Question:

Suggest at least 4 disciplinary measures to be applied at each level of the positive discipline tools.



CONCLUSION

- ✓ The GES frowns on the use of punishment
- ✓ Let's embrace positive discipline always

GHANA EDUCATION SERVICE



Republic of Ghana

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TO: ALL REGIONAL DIRECTORS OF EDUCATION

ADOPTION OF POSITIVE DISCIPLINE MEASURES IN PRE-TERTIARY SCHOOLS

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

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

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



**WE ALL HAVE THE
RESPONSIBILITY TO
PROTECT EVERY CHILD**

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THANK YOU.