

WHAT DO YOU SEE HERE?



CORPORAL PUNISHMENT

LC: How can I develop my knowledge of the Academy and its history?

What was Corporal Punishment?

Here are the words of author John Walters:

...the fear of physical punishment was an everyday part of my school life. This was permitted because when parents were absent teachers were seen as authority figures and granted the same rights as them. In its official form, the punishment was a cane or a slipper, usually a single blow but sometimes more, delivered to the hand or buttocks. In reality, teachers were free to use whatever punishment they saw fit and as students it was commonplace to have pieces of chalk or wooden board rubbers thrown at us.

- So when do **YOU** think Corporal Punishment was banned in England? **1986**
- When do you think it stopped here in the Academy? **1985**
- How common was Corporal Punishment? **It took place all over the country. It did not cease in some private schools until 1998 in England and Wales.**

Authority to administer corporal punishment is delegated, by me, to :-
Deputy Headmaster, Senior Mistress, Heads of Lower, Middle & Upper Schools together with Year Tutors
in Heads of School's absence (or unavailability). I. Reynolds
Girls to be dealt with by Sen. Mistress or other Senior Lady Teachers.

AR 107

PUNISHMENT BOOK

RECORD OF CASES

OF

CORPORAL PUNISHMENT

AT

The Robert Pattinson School, North Hylkham, nr. Lincoln

Book commenced 27th June 1969

Book completed 19.....

E. J. ARNOLD & SON LIMITED LEEDS

The front cover of the Sir Robert Pattinson School's Punishment Book from 1969.

The note at the top reads:

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PUNISHMENT BOOK

Year 1965

A single page from 1965

DATE MONTH AND DAY	NAME OF SCHOLAR	FORM OR CLASS	NATURE OF OFFENCE	PUNISHMENT	SIGNATURE (OR INITIALS) OF TEACHER WHO ADMINISTERED THE PUNISHMENT
27-9-65.	G. Compton	3/4C	concerned with previous entry	2 Strokes	
28-9-65. - " -	Barr.	2B1	} Misbehaving on Gash's Swinderby Bus. Flicking ink blots & ringing the bell.	} 1 Stroke	
	Watson	4A2			
	Summers	3A2			
	D. Wilkinson	3B2			
28-9-65. - " -	P. Hiatt	3B2	} Out of bounds behind Rural Science Unit.	} 2 Strokes	
	D. Dolby	4B3			
5-10-65.T.	P. Priestley	3B2	Bullying Meikle of 1st year	2	
5-10-65.T.	B. Butler	3/4C	Vicious attack on Meikle	4	
6-10-65W.	S. Barry	4B1	Misbehaviour in Assembly Hall	0	
6-10-65W.	A. Watson	4A2	} Disobeying instructions by }		
	K. Wallhead	4A2			

Barr, Watson, Summers and Wilkinson were caned once each for 'Misbehaving on Gash's Swinderby Bus. Flicking ink blots & ringing the bell.'

Hiatt and Dolby were caned twice for being 'Out of bounds behind the Rural Science Unit.'

Priestly was caned twice for 'Bullying Meikle of 1st Year [Y7],' whilst Butler was caned four times for a 'Vicious attack on Meikle.'

These are just some of the reasons for caning in the school... others include...

Other reasons for punishments... all of which happened here at SRPA!

- Smoking in the toilets
- Truancy behind the Sports Hall
- Repeatedly disobeying a member of staff
- Brawling in the form room
- Throwing water in the cloakroom
- Squirting water at boys during metalwork
- Sticking pin into a boy
- Unscrewing leg of dining table
- Setting off fireworks in the hallway
- Mutilating a student's book
- Using obscene language
- Obscene writing on desk
- Spitting over bannisters
- Fighting by appointment (i.e. arranging to fight someone)
- 'Leaving an Art Party in the village to steal apples from the orchard adjoining school grounds'
- Throwing 'big stones into the swimming pool'
- Releasing 'stink gas from a bottle in class'

Each of these punishments earned students 1-3 strokes of the wooden cane.

Now let's watch the following clip...

<https://www.youtube.com/watch?app=desktop&v=Mxe4Qly2TyE>



Kes. (1969) Headmaster Punishes School kids

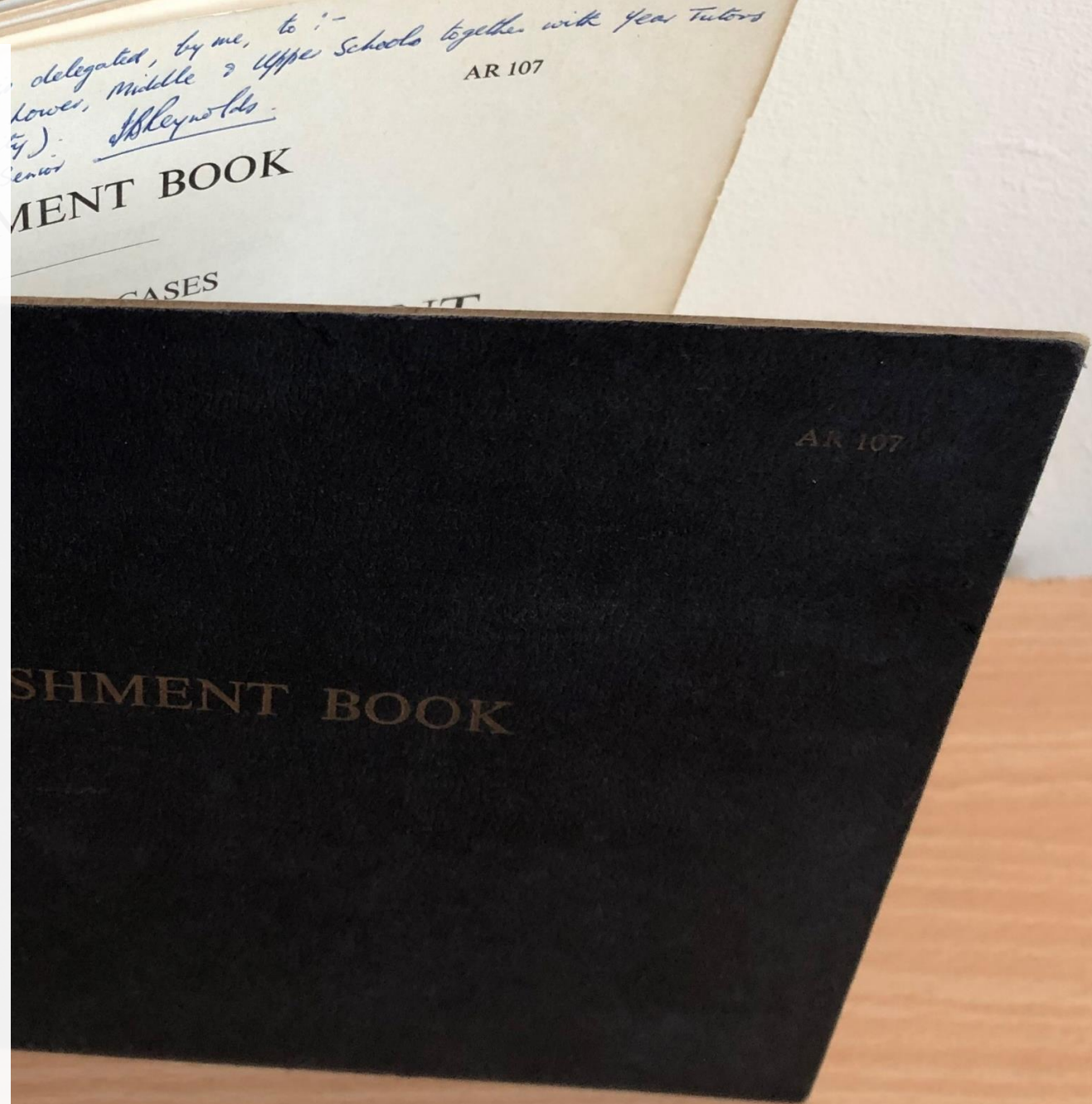
Write down and answer the following questions.
Be prepared to share your answers.

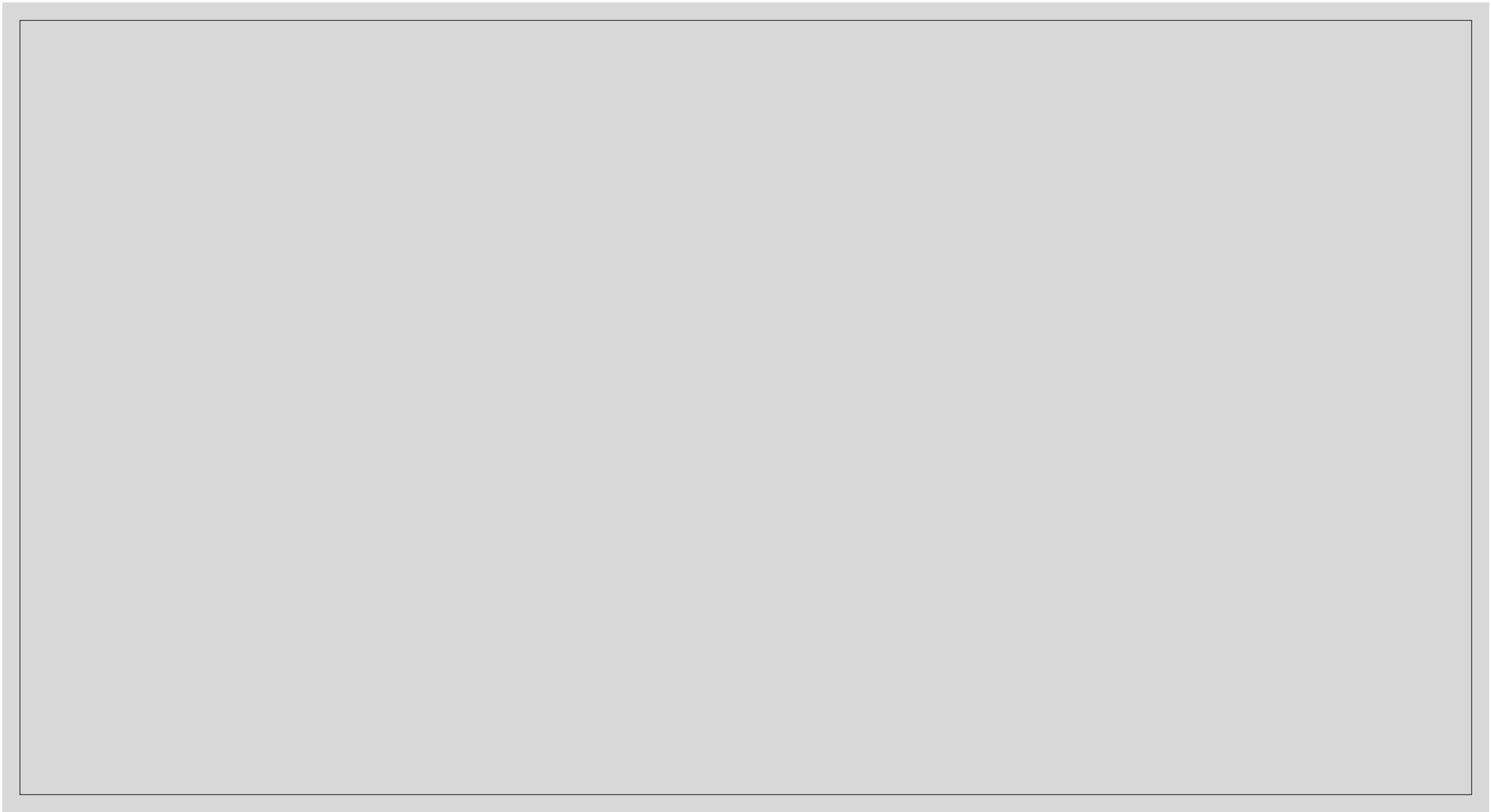
1. Do you think Corporal Punishment was fair?
2. How do you think pupils would have felt at school about corporal punishment at the time?
3. Why do you think schools across the United Kingdom used Corporal Punishment? Give **at least** three reasons why.
4. Do you think there was ever justification for Corporal Punishment? If so, why?
5. Do you think that the current measures for misbehaviour are effective? Why?

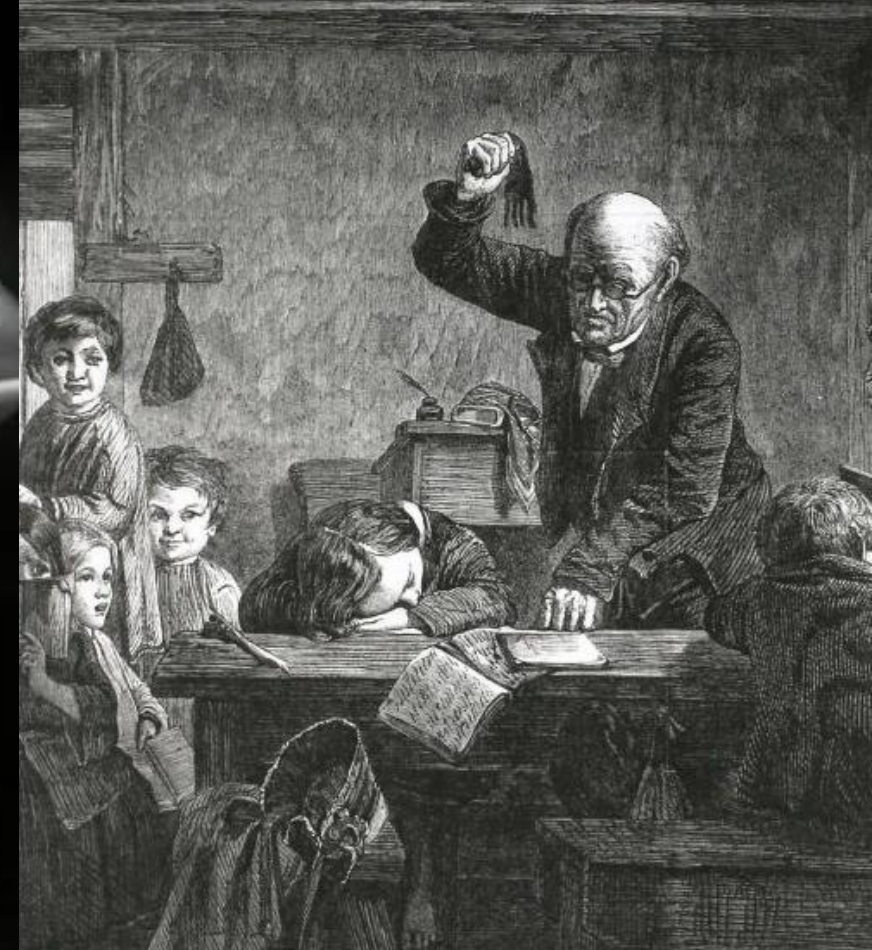
CHOOSE A TASK

1. Imagine you are a child in the 1980s. Design a poster explaining why YOU would ban Corporal Punishment.
2. Write a 200-word story about Corporal Punishment and how it happened in school (it should be set in the past – perhaps here at SRPA)
3. Write a letter to your local MP explaining why you think Corporal Punishment is either a good or bad idea.

CHALLENGE: Can you complete more than one task?







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Plowden Report (1967)

The Plowden Report is the unofficial name for the 1967 report of the Central Advisory Council For Education into Primary education in England. The report, entitled *Children and their Primary Schools*, reviewed primary education in a wholesale fashion. The collation of the report took around 3 years. The Council was chaired by Bridget, Lady Plowden after whom the report is named.

It was the first ever report in England to consider the issue of Corporal Punishment in schools and even recommended that it be banned. The recommendation was ignored.

The Report

745. We have considered the opinions of the teaching profession and of HM Inspectors and have studied the regulations of local education authorities. We have also considered the views of psychologists, a sample of parental opinion and practice in other countries.

746. From the evidence available to us the following conclusions can be drawn:

- (a) The overwhelming majority (between 80 per cent and 90 per cent) of the teaching profession are against the abolition of corporal punishment, though few support it except as a final sanction.
- (b) Public opinion appears to be in favour of its retention and a considerable majority of parents agree to its occasional use.
- (c) Only one local education authority forbids its use, but there is great diversity in regulations, some of which have not been revised for 20 to 30 years. To some extent local authority regulations reflect public opinion and the lack of any pressure for change; the infrequent revision of regulations may also be explained by a decline in corporal punishment (5).
- (d) While there are few primary schools in which corporal punishment is never used, there are a large number in which it is used only rarely and its use is on the decrease. Infants and girls seldom receive it.
- (e) The associations of psychologists consulted by the Council agree that the advantages of corporal punishment are outweighed by its disadvantages.

749. The most convenient method of carrying out our recommendations in the case of maintained schools seems to be an amendment of the Schools Regulations to provide that the infliction of physical pain as a method of punishment should not be allowed. No comparable sanction is available for independent schools generally and to prohibit corporal punishment in them would involve an amendment of the law. We believe that the law should be amended... and we urge the professional associations of the independent schools to do everything in their power to ensure that it is discontinued in non-recognised schools. We hope that the schools themselves will take steps to abandon the practice entirely.

750. Our recommendations are likely to meet with some opposition. We may be accused of encouraging softness and of indulging the evil doer. The majority of teachers sincerely believe that corporal punishment may be necessary as a constraint. Indeed, a lack of corporal punishment in school will often contrast sharply with what happens in the child's home. We believe, however, that the primary schools, as in so much else, should lead public opinion, rather than follow it. Often corporal punishment is the result of school conditions trying the patience of both teachers and pupils. Smaller classes and the presence of teachers' aides (see Chapter 24) in all schools, particularly in the educational priority areas, may help those schools whose conditions are such that corporal punishment seems difficult to avoid. Teachers need to give time and individual attention to children who get into trouble; persuasion is a time-consuming business and cannot easily take place if a class is too large. On theoretical grounds alone, we believe that the kind of relationship which ought to exist between teacher and child cannot be built up in an atmosphere in which the infliction of physical pain is regarded as a normal sanction.

Putting forward both sides of the argument. Using your extract, list as many reasons for and against Corporal Punishment as you can. Explain in your own words your decision. An example for each has been done for you.

FOR	AGAINST
<p>'Public opinion appears to be in favour of its retention and a considerable majority of parents agree to its occasional use.' – suggests that the vast majority of the public saw it as beneficial for maintaining high standards of behaviour in schools.</p>	<p>'...the infliction of physical pain as a method of punishment should not be allowed' – suggests that physical violence towards children in an educational setting is morally wrong.</p>

Using the evidence you have collated,
complete one of the following two tasks:

EITHER

Write a letter to your local MP expressing your views on Corporal Punishment.

OR

Design an information leaflet persuading schools to reconsider their decision to use Corporal Punishment.