**Forum:** Human Rights Committee

**Question:** Issue of promoting the end of corporal punishment in schools

**Submitted By:** India

HUMAN RIGHTS COMMITTEE,

*Recognizing* the global initiative to include humanitarian organizations to eliminate all forms of corporal punishments and raise awareness for alternative methods that directly deal with the root cause of misconduct and negative behavior in children,

*Aware* *of* the UN Convention on the rights of the child enforced in 1990, resolution 44/25 of 1989 with accordance to article 49, stating the obligation to prohibit all corporal punishment of children,

*Urges* the collaboration between all nations in the pursuit to inbuilt regulatory bodies within educational systems in order to enforce proper regulation and take preventive measures to protect children and prepare them for further challenges,

*Concerned* by the fact that only 50 nations have adopted a full ban on corporal punishment either at school, home or by the government itself,

*Understanding* of the Importance of respecting different viewpoints and cultural, ethical and moral perspectives towards this issue and suggests realistic target to issue the eradication of intentional physically abusive punishments in school,

*Reaffirming* prior efforts of Supporting Positive Alternatives in Raising Kindness in Education (SPARKE) project, whereby questionnaires with teachers, students and parents were carried out to promote the use of positive discipline in schools of northern India,

1. Encourages the improvement of communication within a country by intersectoral cooperation between schools, national education body, the government, psychiatric care, teaching institutes to promote the establishment of rules and decrees to be followed by all schools. This is to be implemented by means of but not limited to:
2. thorough involvement of the government to designate counselors in schools, constituting a substantial shift from corporal harm to provision of support challenging deep understanding and self-reflection of the child’s motives and behavior, helping their mental stability while encouraging an interest in learning,
3. a regular obligatory training of teachers and professors to indulgently prepare them for the management of unexpected situations by:
4. recruiting teaching professionals and experts on child psychology in schools, to promote an expansion on the techniques of handling a child’s misbehavior without the need to corporally punish them as a disciplinary measure,
5. regular enforced assessments to ensure the teacher is aware of being considerate and giving support, has a capability of supervising children and is able to comprehend the child’s perspective and subsequently enforces appropriate retribution;
6. Urges mandatory inspection every school year, that are done so without notice, (UK) of schools by authorities nationwide in order for uniformity in learning environments and devote importance to relation between students and their teachers and appoint the UN to contemplate and take decisive measures if necessary,
7. Suggests the appointment of humanitarian organizations to fulfill the duty of raising awareness of child protection and the consequences of corporal punishment in their learning environment Foundations, NGO’s and associations such as but not limited to UNICEF, UNESCO, UN foundation, ELMA foundation by means of but not limited to:
8. Should use effective methods of marketing to out bring the key issue by:
9. ensuring each method has a concept at specifying its target market, confirming that the message does create an impact and individuals get well informed to therefore consider and reflect upon the seriousness of banning corporal punishments,
10. aiming to not only inform but provide opportunities for the public to get involved in such as but not limited to volunteering, involvement in local activities, innovating ideas for events that can generate funds for further advertising whilst establishing a sense of community amongst people and broadening their perspectives on the issue;
11. Suggests accelerating new proposals to reform the law on prohibiting corporal punishment in schools, specifically in LEDCs with regards to:
12. government consultations and discussions that can lead to an impactful change
13. specialized research obtained from the quaternary sector i.e. universities that have reliable research facilities for analysis to process the trends for this issue and prevent major dissatisfaction from the public against the banning of corporal punishment in schools due to contrasting cultural values
14. considering the spreading of awareness of this situation along rural regions in LEDCs, which are neglected in terms of not being provided with basic necessities and education without regulation, consequently raising the question of the possibility of banning corporal punishments at school. This raises significance to:
15. allocating humanitarian aid to guarantee safety in schools and assist children who have no authority over their superiors and a voice in their community, especially by introducing programs that educate the illiterate and superiors in these areas on the effect of corporal punishment on children such as, negative behavior, disinterest in learning, picturing an unwelcoming learning environment and further emphasis on prolonged mental health problems.

* 5. Urges countries to create a hotline specifically for children who are being punished physically, this hotline will help by:
  1. Identifying the victims and offenders,
  2. Providing victims with legal, psychological and medical services;

6. Urges that if professors and teachers fail to follow laws regarding corporal punishment which are put into effect, measures should be taken such as but not limited to:

* 1. Firing the teacher,
  2. Fining the school;