



Be the Best that You can Be

Cedarwood School

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Discipline without Drama

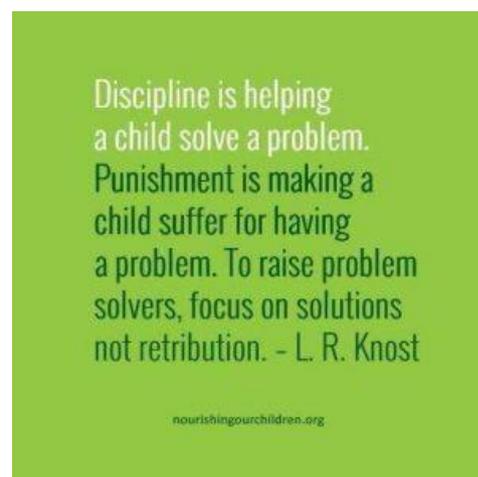
Discipline is a way of training someone so that they can learn to control their behaviour and obey rules.

Discipline hopes to achieve two goals: gain cooperation and appropriate behaviour AND develop skills and resiliency in challenging situations. Punishing an action might result in short term achievement of the first goal; however discipline aims at stopping negative behaviour, promoting positive choices, teaching skills and nurturing connections in the brain which will result in self-management through the lifespan.

Boundaries and consequences are vital for children's development and wellbeing; however it is possible to discipline a child in a nurturing and respectful manner. Choosing to engage in discipline maintains the relationship and reduces frustration and fighting. Role-modelling these important skills will support your child in future interactions and decision making, promoting lifelong success and happiness.

The difference between discipline and punishment:

	Discipline	Punishment
Purpose	Teaching correction, appropriate decision making and maturity	To generate shame after an offense
Focus	Appropriate future choices and actions	Past wrongs; demand for compliance
Attitude	Love and concern from the parents	Hostility and frustration from the parents
Resulting emotion	Security	Fear and guilt
Outcomes	Encourages problem solving, communication and positive decision making, with the child in control and making informed choices	Fosters feeling 'bad' about oneself; rebellion, revenge, dishonesty and future aggressive responses



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 Fundraising Number: 01 101753 000 2
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- **Choices**

When possible, allow children to make choices within limits, so that they can develop a sense of agency and control. Well defined boundaries are required. Ensure that your expectations of your child are clearly communicated so that they have a chance at achieving success.

- **Consequences**

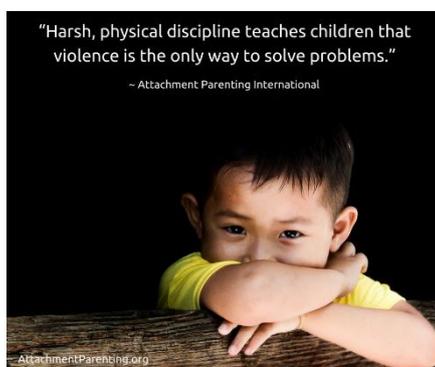
Natural and logical consequences can be carefully explored, so that adult and child can work as a team to identify the most suitable choices. Consequences for undesirable choices must also be communicated, preferable in advance of an outburst or upset. When calm and in control, children can access reasoning and logic and will more likely be open to understanding your perspective. During these opportunities, parents, teachers and adults are also more open to hearing what the child's hopes, wishes and expectations are.

- **Consistency**

Consistency is the third aspect to carefully consider prior to making a decision or implementing a consequence. Children achieve best when they are feeling safe and secure, a natural outcome in an environment which provides consistent boundaries and support. Say no to the behaviour but yes to the child. Communicate clearly that the behaviour is unacceptable whilst maintaining that the child is still valued.

- **Connect and re-direct**

Your relationship with your child should be central to everything. When possible, gain an understanding of why they are acting out, what opportunities are available to teach lifelong lessons, and how to go about overcoming these challenges together. Children need guidance and care to make better choices in future; in order to learn these skills, they need adults who can support them in developing this skill.



Corporal Punishment was declared a Human Rights Violation in schools in 2000. Recent Legislation has indicated that physical punishment in the home environment is no longer an acceptable or useful form of discipline for children. Corporal Punishment is defined as any kind of physical force inflicted on children by an adult or guardian as a means of discipline. A child's rights to physical integrity and human dignity are being increasingly acknowledged and respected. See attached article from Childline on corporal punishment.



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Some important steps to consider:

1. **Empathy.** Acknowledge the emotion that the child is displaying, whether or not you feel it is rational, the emotions are very real. Start by stating 'I can see that you are (upset, frustrated, mad, hurt etc)'. Acknowledgement and feeling heard is vital for children and adults alike. Emotions which are recognised can feel more manageable and it is the behaviour used to express the emotion which is often the challenge.
2. **Communicate** that you want to help them solve this problem. Sometimes time is needed for an outlet for the emotion to calm in order to allow thinking to occur.
3. **Collaborative Problem Solving** allows the adults and the child to state their concern or difficulty before team work can be applied to face the challenge together.
4. **Be realistic** in your expectations, keep in mind the age of the child and any extra additional circumstances which might be impacting the child's ability to make good choices. We all experience limited tolerance for frustration when tired or under stress.
5. **Recognise teaching opportunities** in role modelling, communicating and problem solving prior to an outburst and reflecting on choices made afterwards. Lead by example and demonstrate problem solving skills in everyday life.
6. **Give praise** and recognise achievements, focusing on the strengths and skills of the child on a regular basis. Treat your child to quality time together or a fun activity when you observe them putting effort into making good choices, therefore reinforcing positive self-discipline.
7. **Seek the support** of professionals in the school environment if managing difficult behaviour is becoming overwhelming. Working as a team with teachers and psychologists can increase the consistency in which the child understands boundaries in multiple environments and can build a supportive relationship for parents and professionals.

DEVELOP SELF-DISCIPLINE.



SELF DISCIPLINE IS THE
POWER TO SAY
NO TO YOURSELF,
TO GIVE SOMETHING
UP NOW SO YOU
WILL GET SOMETHING
YOU WANT EVEN MORE
LATER

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