

## ABSTRACT

With the ideology of apartheid came oppression and punitiveness in the classroom, whereby children were disciplined through the administration of corporal punishment. The advent of democracy initiated the abolishment of corporal punishment in policy, but failed to do so in practice. In spite of the legislation prohibiting the use of corporal punishment, there were still many reports about its use due to there not being efficient alternatives to corporal punishment. This study explored the aftermath of corporal punishment, specifically focused on the perceptions about the administration of discipline from the vantage point of both learners and educators in LSEN schools. A mixed methods approach was used with learners between the ages of 16 and 19 as well as educators who had been employed for over 6 months. The findings suggest that working at a LSEN school is challenging for educators, and that a consistent school structure is lacking. They therefore adapt their methods of discipline to suit the situation, consequently perpetuating the lack of structure. It was also discovered that the learner-educator relationship facilitates discipline. LSEN schools would benefit from revisiting their management style, in order to facilitate the administration of discipline.

*Keywords:* Discipline, Alternatives to Corporal Punishment, LSEN