INTRODUCTION
Corporal punishment is defined as the use of physical force with the intent to cause pain as a mode of punishment, modification of behavior or preventing the negative behavior. Corporal punishment in the school and home settings is quite common. A research conducted in 32 countries on six continents found school corporal punishment occurrence varied from 20% to almost 75% [1].

OBJECTIVES
Using the baseline data of this 2-year RCT, this poster describes the prevalence of school corporal punishment, by gender, and associations with youth peer victimization and perpetration, corporal punishment at home and food security, and finally, youth academic performance and attendance.

METHODS
Data are from interviews in 20 boys’ schools and 20 girls’ schools in the urban city of Hyderabad, Pakistan. 1752 6th graders, aged 11-14 years.

ACKNOWLEDGEMENTS
- All students who consented to participate and their parents who also consented
- All teachers and Head teachers for 40 schools who consented to participate
- Education and Literacy Department, Sindh

REFERENCES
1. Strauss MA. Differences in corporal punishment by parents in 32 Nations and its relation to national differences in IQ. 14th International Conference on Violence, Abuse And Trauma, San Diego

RESULTS
Structural Equation Modeling for boys and girls

Gender differences in type and extent of punishment

- Exposure to corporal punishment in school and from parents differs by gender, but poverty in the form of food insecurity was an important common risk factor, with the result that poorer children are victimized more by adults.
- Indirect pathways were mediated by depression, the number of days missed from school and school performance and for boys also by engagement in peer violence.
- Strategies to eliminate all forms of corporal punishment are urgently needed. More importantly, strategies to maximize food security among all population – especially children.