



# Kisumu Group

## Operational and Education Policy and Procedure Behaviour Modification-Sanctions

### Procedure

Approved sanctions that may be used for all pupils

**Corporal punishment must never be used under any circumstances, nor must pain compliance be used. (BILD)**

**Re-direction** The pupil should be distracted by offering him/her an alternative activity. The initial response is to either:

- Ignore > redirect > reward/feedback or:
- Interrupt > redirect > reward/feedback.

**Ignore** – Staff member should give no eye contact, no verbal or gestural communication that reinforce any inappropriate behaviour. Ignore negative behaviour

**Redirect** – Staff member to divert negative behaviour into a more positive past time i.e. redirect with an appropriate activity. A very successful strategy for a pupil can be a change of face / staff member ie an alternative staff member intervenes and the first staff member steps away. This will defuse many challenging situations as our pupils may target staff members, therefore it will help create a positive outcome. Please refer to IRS section of IPCP

**Reward** – Staff member should reward positive behaviour with praise and positive feedback. Please refer to IPCP.

**Interrupt** – Preventing the negative behaviour or the distress of the individual.

**Verbal Reprimand** A telling off in a firm manner is often sufficient to bring a pupil back on track.

**Removal** The pupil should be taken away from the activity for a limited period of time (an advisory period of 10 minutes applies, however, can be extended as appropriate in consultation with the pupil) to another area of the same room or locality. A staff member must remain to monitor the pupil but not give direct attention.

If the above actions do not prove to be effective then the following sanctions should be used and the relevant documentation completed (see relevant Appendix).

- Time out
- Removal of Activities

When a pupil is upset 'early intervention techniques' should be employed. The aim is to calm the pupil down before he/she loses self-control (see Behaviour modification procedure).

All of these actions are permissible within the school policy and procedure. Moreover, all pupils have an "Individual Pupil Care Plan" put into place following a settling in period of up to six months. The IPCP's contain an Individual Reactive Strategy (IRS) for each student stating which of the above techniques can be used for individual pupils and which restraints are recommended. (Timian Training & Development 2006) The IPCP is a whole school document and is developed following consultation between all areas.

All pupils in line with the ethos of the organisation are encouraged to eat a healthy balanced diet. Pupils are provided with three main meals and supplementary snacks throughout the day. Main meals are usually accompanied by a selection of desserts and pupils are proactively supported to make reasonable attempts at their main meals. It is essential to develop positive eating patterns, and should a child or young person refuse their meal then it is not felt to be appropriate to offer a dessert as this might encourage pupils to eliminate foods from their diets in order to obtain the sweet option. It is paramount to promote positive behaviours in respect of food; pupils will often have exerted control over their diets throughout long periods of their lives. We are aware that some students may require additional time with their meals and this will be facilitated on an individual basis. In addition to the above, pupils will be given an opportunity later to have an alternative snack, which will be offered within a reasonable period of time. Senior members of staff should always be made aware if a child or young person misses a meal and the necessary steps should be implemented to ensure that this does not develop further. All of the above is felt to be reflective of positive parenting and is not deemed to be a sanction, and therefore it should not be recorded or viewed in this way.

It is the ethos of Kisimul School to give minimal feedback for any negative behaviour and positive reinforcement for appropriate behaviour, therefore promoting self-esteem.

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