

Wemms Education Unlimited

(Inspirational Support for all Students)

BEHAVIOUR MANAGEMENT AND DISCIPLINE POLICY AND PROCEDURES

Wemms Education Unlimited is a special independent school offering an alternative model for those disenfranchised by the common UK education model, focusing on one to one and small group education, bespoke to the child's individual needs.

Wemms Education Unlimited believes in creating an environment where all adults consistently manage and encourage positive behaviour promoting the pupils' welfare and development. We believe pupils respond best to adults who are consistent in their approach and who positively encourage children to respect themselves and others. **Wemms Education Unlimited** enables its pupils to develop, enjoy learning and contribute by providing them with a secure, challenging, stimulating and positive environment with clear boundaries and expectations.

STRATEGY

Rewards

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. We believe that positive comments on pupils' work reward the pupil and acknowledge the success criteria.

We achieve this by:-

- Using praise and positive reinforcement;
- Showing mutual respect, encouraging sharing and negotiation;
- Staff being good role models and setting good examples;
- Consulting pupils wherever possible when creating rules/boundaries;
- Helping children understand the consequences of their behaviour;
- Helping children recognise that bullying, harassment and name-calling are not acceptable;
- Encouraging pupils to take responsibility for themselves, helping them to become independent citizens.



In addition, **Wemms Education Unlimited** also send regular e-mails from school to home giving praise and informing parents of a particular achievement attained by their child. Younger children also take part in our stickers/reward card scheme. We also operate a weekly reporting system for every lesson a pupil attends. As well as containing information relating to academic study, the weekly report also includes a positive taken from each lesson. It is important to remember each positive taken from a lesson can be as unique and individual as the pupil.

Wemms Education Unlimited believe that pupils respond positively to a positive input from staff. This is achieved by providing suitable but challenging activities and opportunities both within the classroom and outside the classroom.

The Principal is responsible for overseeing behaviour management. She ensures that all staff maintain a consistent approach to the pupils' behaviour. She is responsible for ensuring this Policy is reviewed regularly and updated using resources such as gathering information from staff, parents/carers and pupils as appropriate.

All of our staff have a personal responsibility for behaviour management. We expect all of our staff to have read and understood our Behaviour Management Policy. We expect all of our staff to be consistent in the use of techniques to encourage positive behaviour and in the use of intervention techniques if and where appropriate. We also expect all of our staff to be good role models and set good examples for our pupils.

This Policy should be available to both staff and parents. Parents can obtain a copy by contact the school and requesting a copy be made available to them.

INTERVENTION TECHNIQUES

Structuring the environment

The first steps whenever an incident arises, either by being witnessed by a member of teaching staff, or the incident being reported directly to them, will always be for the teacher to talk to all party/parties concerned. In these type of instances, the way that the teacher sits or stands can communicate the nature of the discussion, and may be beneficial towards the pupil concerned, modifying his/her behaviour. An example of this maybe warm and friendly or cold and business-like.

Actively listening

Sometimes, actively listening to what a pupil has to say, together with exploring and acknowledging his/her feelings through the use of reflective responses can help him/her feel that:

- Someone else has acknowledged the reality of their feelings;
- they are not alone; and
- someone cares.

Sometimes, the above steps can be enough to help a pupil to remain in control of his/her feelings.



Interpretation and interference

Staff should ask the pupil to explain what has happened and ask him/her if there was another way in which they feel they could have dealt with the situation. If appropriate, advice should also be provided to the pupil to help them understand how they may have been able to manage the situation differently.

Dependant on the individual situation, staff are also able to give some consideration to 'backing away'. 'Backing away' is simply to allow the pupil in question some time to calm down before the situation is discussed with them. Staying and continuing to challenge and confront someone who is already distressed, anxious or angry is likely to make the situation worse.

An alternative strategy would be for staff to allow the pupil to 'back away' through offering a verbal or physical way out, resuming the discussion later when the situation is calmer.

Reassurance

If a pupil's behaviour is motivated by uncertainty or anxiety, verbal reassurance can help head off inappropriate behaviour. Pupils may need additional reassurance as to how important their wellbeing is to adult members of staff.

Support

Where the pupil is seen to be struggling, providing measured support can help overcome feelings of failure or inadequacy. Support can also be very helpful in preventing inappropriate behaviour. Similarly, a strong staff presence can often be sufficient to encourage pupils to adopt more appropriate behaviour. Staff showing interest and involvement in a situation can often go a long way to diffusing matters.

Redirecting/instructing

Trying to refocus a pupil away from what he/she is doing on to something else is a way of avoiding confrontation. A clear instruction to the pupil to stop certain behaviours or start something else can also be helpful in preventing inappropriate behaviour developing.

Time Out

A member of teaching staff asking a pupil to move away to a quieter area to calm down is very useful in defusing a situation and stopping it from escalating. This will also provide an opportunity for the member of teaching staff to discuss with the pupil his/her behaviour.

It should be clearly understood that time out should not be used in isolation. Members of staff must follow up all incidents and allow the pupil the opportunity to hold discussions.

In the event that a pupil is asked (by a member of teaching staff) to move away to a quieter area, that pupil will be supervised at all times, but from a distance (by a member of teaching staff). At no time whatsoever will that pupil be left unattended.



Periods of time out may not exceed one minute for each year of the child's age and may not be used more than once in any one school day.

Use of detention

No member of the Wemms team may use the detention of a student during their morning break or their lunchtime as a sanction. Students and Staff need "downtime" for their emotional and physical well-being. The only reasonable reason for "detention" is the repeated failure to complete a homework task. If such a case arises, the team member is to approach the Principal who will communicate with the Student and Parent to decide whether the work will be made up at home or under the Principal's supervision on a Saturday morning.

Physical Intervention - Powers of members of staff to use force

Section 93 of the Education and Inspections Act 2006 authorises the use of reasonable force to prevent a pupil doing, or continuing to do, any of the following:

- Committing any offence;
- Causing personal injury to, or damage to the property of, any person (including the student him/herself);
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise;
- This applies both on site and off school premises where the member of staff has lawful control or charge of the pupil. (Section 548, EA 1996);

The use of physical intervention within the school will be an exceptional occurrence. The use of physical intervention must at all times comply with the following requirements.

- Physical intervention is only permissible where staff are attempting to prevent a pupil from harming himself or others, or to prevent serious damage to property;
- only the minimum force necessary to prevent injury or damage should be applied;
- as soon as it is safe, physical intervention should be removed to allow the pupil to re-gain self- control;



- staff should not normally attempt to intervene with a pupil if they are likely to put themselves at risk of injury;
- every effort should be made to ensure the presence of another adult in situations where physical intervention is a possible outcome; and
- any member of staff who uses physical intervention should ensure that the facts of the incident are fully and promptly recorded in accordance with **Wemms Education Unlimited** procedures

Any pupil should be removed from this situation as soon as possible and taken to a member of the **Wemms Education Unlimited** Senior Management who will take immediate action to involve parents. An incident form should be filled in and the situation discussed with the Principal.

The following information must be recorded on the incident form:

- the name of the child;
- the name of the staff member(s) who used physical intervention;
- intervention techniques used prior to the incident;
- the date, time and place of the incident;
- the circumstances of the incident and the factors leading up to the incident;
- the nature of physical intervention used;
- the names of any witnesses; and
- any injuries that may have occurred during the incident.

A record must also be made of any further action taken and contact with parents/carers.

SANCTIONS AND CONSEQUENCES

There may be times when pupils' behaviour is inappropriate and School staff have a statutory power to impose sanctions. Minor breaches of discipline are generally dealt with by staff in a supportive, caring and fair manner and consideration/flexibility will be given to age, ethnicity, gender and SEN.

The sanctions should be reasonable and proportionate to the circumstances of the case. The school will monitor incidents of poor discipline.

Sanctions will have four main purposes:

- To impress upon the perpetrator that what he/she has done is unacceptable;
- To deter the pupil from repeating the behaviour;
- To signal to other pupils that the behaviour is unacceptable and deter them from repeating it;
- To minimise or remove entirely disruption to learning.



At **Wemms Education Unlimited** each pupil/case is treated individually and consideration given to any individual special needs of the pupil/s concerned. Generally pupils are made aware that they are responsible for their own actions and that breaking rules will lead to consequences. Pupils are also made aware that bullying is not tolerated.

If a pupil's behaviour is inhibiting the learning of others, the pupil concerned can briefly be sent out of class or, if appropriate, sent to the Principal, who will speak to them after he/she has consulted the appropriate member of staff. Time spent out of class may be made up at an alternative opportunity.

Normal sanctions can include a verbal reprimand alongside a reminder of expected behaviour. Loss of free time such as break times, or moving the pupils to sit away from others can also be considered.

Pupils will also be asked to suggest what they consider to be an appropriate sanction for themselves and to action plan their future conduct.

Any such incidents giving cause for concern are reported on an Incident Form which will be given to the Principal, who will then distribute copies as appropriate. The Incident Form will also include a section for any action taken. Parents will be involved at the earliest possible stage, if problems are found to be persistent or recurring.

Serious behaviour problems are rare. They include physical assault, deliberate damage to property, stealing, leaving **Wemms Education Unlimited's** premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. It is the responsibility of the Principal to deal with such behaviour.

Procedures for dealing with major behaviour difficulties

- After full discussion between the Principal and the pupil concerned a verbal warning will be issued by the Principal. At this first stage, parents are not normally involved unless the Principal deems the incident serious, warranting immediate parental notification
- The second step would normally be a second verbal warning issued to the pupil concerned by the Principal, accompanied by a letter to parents/carers informing them of the issue
- The third step would be a meeting held with parents/carers, and where necessary a warning given about the potential next stages of the procedure unless there is an immediate improvement in the pupil's behaviour
- If the problem is severe and/or recurring, a case conference involving parents/carers and any outside support agencies deemed necessary or required maybe arranged and if warranted, exclusion or expulsion procedures may be considered/implemented
- It is important to be aware that a very serious problem – for example, violence towards any other pupils/members of staff, or a serious destruction of property would result in the normal procedure (steps 1-5) being abandoned and parents/carers contacted. They will be asked to immediately collect the pupil concerned from the school. Further, it is also



important to note that some incidents may require the involvement of the police; should this be warranted, **Wemms Education Unlimited** will have no hesitation in doing so.

Confiscation, including the retention and disposal of inappropriate items

The aim pursued in confiscating property is maintaining an environment conducive to learning, one which safeguards the rights of other pupils to be educated. The school can confiscate property as a disciplinary sanction. The confiscation and the retention of the property must be reasonable in the circumstances of the particular case. If a pupil is playing music on a personal music player, it is likely the total destruction of the device is disproportionate. On the other hand, if a piece of chewing gum has been confiscated, disposal of the item is likely to be a proportionate response.

Therefore, pupils will be given a verbal warning which will ask them to put the item in question away in their personal, secure locker. At the same time the consequences of ignoring this verbal warning being fully explained to them. If the pupil then chooses to ignore the first verbal warning, the item in question will be confiscated and placed in a secure area by a member of teaching staff and given back to the pupil at the end of the school day.

In the case of dangerous/damaging substances such as cigarettes, alcohol or other substances, parents/carers will be contacted and asked to collect the item/s in question from a member of teaching staff within 48 hours.

In the case of a weapon – for example, a gun, a knife, or other dangerous equipment such as hypodermic needles, parents/carers will be notified immediately. The police will also be notified immediately and the weapon or dangerous item/s of equipment handed straight to them for appropriate destruction. It should be noted here that dependant on the nature of the weapon or dangerous equipment concerned, the police may wish to interview the pupil concerned. If this should be the case, **Wemms Education Unlimited** will cooperate fully in such an instance.

Parents/Carers

At **Wemms Education Unlimited** we are always keen to promote a good working partnership with all our pupils' parents/carers. We believe parents can help by:

- Recognising that an effective School Behaviour Policy requires close partnership between parents, teachers and pupils;
- Discussing **Wemms Education Unlimited's** rules with their child, emphasising their support of the rules and assisting when possible with their enforcement;
- Attending any parents' functions and by developing informal contacts with the School;
- And by knowing that learning and teaching cannot take place without sound, measured discipline, whilst remembering that staff deal with behaviour problems patiently and positively.



Sources

Surrey County Council 2000 Physical Contact and Intervention with Young People

www.gov.uk/government/publications/behaviour-and-discipline-in-schools

Section 93 of the Education and Inspections Act 2006



WEMMS EDUCATION UNLIMITED

RECORD OF INCIDENT

Pupil Name, Age and DOB:	_____
Date of Incident	_____
Author of Report	_____
Present: Witness (if any) or other person/s	_____
Involved or are aware of the incident	_____

Please give details of incident: Include any information disclosed such as circumstances, names, times and dates. *Remember to give only clear specific facts.*

Action Taken



Follow Action Required	YES/NO
If yes, give details	
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By whom _____	

Have the following been informed:

The Principal	Yes ___ No ___	Date _____	Time _____	By whom _____
The child's parents/carer	Yes ___ No ___	Date _____	Time _____	By whom _____
The police	Yes ___ No ___	Date _____	Time _____	By whom _____
Other (give details)	Yes ___ No ___	Date _____	Time _____	By whom _____
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Print Name of Author _____	Signature _____
Time Record Completed _____	Date _____



