



Educ8

Education Delivered with Utmost Care

Educ8 (Luton) Ltd

(Hereinafter referred to as "Educ8")

A bespoke 1:1 tuition service, where the education delivered is tailored to meet the exact requirements of the student involved.

BEHAVIOUR MANAGEMENT POLICY

Rationale

Our policy covers the range of ways in which children and young people tutored by Educ8 will be supported with their behavior, such that they remain safe, and their welfare promoted. We believe that all students have the right to work in a positive, orderly, and safe environment, in partnership with their teachers and in a climate of mutual respect.

We aim to create a caring environment which will inspire students to adopt sound relationships, tolerant attitudes, and unselfish patterns of behaviour. We welcome diversity and believe that every individual has the right to work and study in an environment which is free from discrimination on the grounds of age, gender, race, physical ability, sexual orientation, or religion. It should recognise the value of individual qualities and achievements within the predetermined framework which is understood by all, and which is applied in a consistent, fair, and reasonable way.

Educ8's approach to behaviour management is based on the belief that building and maintaining positive self-esteem and having widely understood and consistently applied high expectations, contributes enormously to effective learning.

Aims

- Students will be helped to remain safe and will experience improved outcomes, through effective management of their behaviour.
- Students should be encouraged to develop self-control, motivation, and self-esteem as a basis for realising their full potential.
- If deemed necessary, students will have an individual risk assessment which is regularly reviewed, and which contains strategies for managing challenging behaviours.
- All staff will have training in behaviour management, conflict resolution and de-escalation techniques. Where relevant and appropriate in relation to specific students, staff will be trained in safe methods of physical intervention and restraint.
- Information about students' behaviour will be recorded on their reports and shared with the school and any other appropriate professionals.

Objectives

- We acknowledge that each student is an individual and that behaviour management strategies need to be adapted to meet the requirements of the particular student. All behaviour management strategies must be proportionate and relevant to the individual students and the context in which the incident occurs. Wherever possible, positive techniques based on distraction from negative behaviour, or rewarding and encouraging positive behaviour, will be used, as these are proven to be more effective, particularly where a students' understanding and control over their behaviour is impaired.
- Effective support of students who exhibit difficult behaviour is based on establishing positive relationships and good communication between students and tutors. Relationships between students and tutors should be based on mutual respect and understanding and clear professional and personal boundaries. Students should be fully involved in discussions about their behaviour, discipline, and sanctions.



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- Tutors should respond positively to acceptable behaviour. Many students have previously been given little approval, credit for achievements, or recognition for completing a task. This positive feedback is essential for personal growth, particularly in the early years. Without it, it is difficult to grow up with a sense of self-worth or develop a proper sense of identity. The benefits of giving approval, when appropriate, should not be underestimated. With severely damaged children and young people, there may also be a need to provide more tangible rewards and reinforcement, at least for a brief period.
- Tutors should strive to manage behaviour in a way that promotes positive attitudes. Good behaviour should be recognised and reinforced using a range of rewards, e.g., verbal praise, note in tutor reports, communication with parents or carers, communication with school, postcards home and end of term rewards.
- All informal contact contributes to standards of behaviour. Manage behaviour by taking the initiative at every opportunity, tutors should act as positive role models at all times, in how they present themselves and in all that they say or do. Everyone should be treated with respect, courtesy, and empathy.
- Where the behaviour of students is regarded as unacceptable by tutors, it should be responded to by constructive, acceptable, and known disciplinary measures. Any measures taken to respond to unacceptable behaviour should be appropriate to the age, understanding and individual needs of the child and take into account that behaviour may be the result of their background and needs, including cultural upbringing, experience of bullying, disabilities, abuse, attachment problems or communication difficulties.
- In order to provide the best possible care for a child it is important that the Risk Assessments and specific behaviour management documentation identify any known behaviours and positive ways to address difficult behaviours. This information will be monitored and updated as tutors build relationships with students and get to know them better.
- All tutors will be offered training about how to handle difficult and challenging behaviour at induction and at regular points throughout the year.

References:

The Education Act 2002
Education and Inspection Act 2006
DFE Behaviour and Discipline in Schools (September 2015)
Keeping Children Safe in Education (2022)

N K Jones
Review Date

September 2023
September 2024