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BEHAVIOUR MANAGEMENT POLICY

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SECTION 1: Encouraging and Rewarding Positive Behaviour

At WiEducate, we recognize that young people come to us with their own values, experiences, and behaviours. As educators and mentors, we play a crucial role in shaping their development, and our influence extends far beyond the classroom. The culture and ethos of our provision are fundamental in creating an environment where young people feel safe, respected, and encouraged to engage in learning.

It is the responsibility of staff to understand and manage behaviour in a way that supports young people's growth, helps them take responsibility for their actions, and teaches them how to navigate conflict constructively.

A positive, structured environment enables young people to thrive. When they feel valued and supported, they are more likely to engage meaningfully in their education and personal development. Staff who adopt this approach will also experience a more settled and productive learning environment, allowing them to focus on fostering independence and essential life skills in their students.

Staff are expected to build and maintain positive relationships with young people based on mutual trust, respect, and clear expectations for behaviour. This includes:

- Supporting the social, emotional, and behavioural needs of all students
- Helping young people develop socially aware and responsible behaviour
- Encouraging students to take ownership of their actions in ways appropriate to their age and level of understanding
- Teaching and reinforcing positive conflict resolution skills
- Clearly communicating behavioural expectations and ensuring students understand them
- Recognizing that behaviour often reflects past experiences and emotions, and responding with empathy and skill
- Accessing supervision and support (see supervision policy) to manage their own responses to challenging behaviours
- De-escalating confrontations effectively and safely (see policy on Dealing with Violence and Aggression)
- Encouraging and supporting students to form positive relationships with peers and staff

SECTION 2: Managing Challenging Behaviour

Challenging behaviour can arise for a range of reasons, including:



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- Difficulty expressing emotions
- Learning disabilities or developmental delays
- Relationship or attachment difficulties with staff or peers
- A history of responding to frustration or anxiety in learned, habitual ways

Understanding the underlying causes of behaviour allows staff to provide appropriate support rather than simply reacting to the surface-level actions. It is important to remember that challenging behaviour is rarely personal, even when it may feel that way. Responding with patience and consistency helps young people learn more constructive ways to express themselves.

When managing challenging behaviour, staff should keep the following principles in mind:

- Consider the student's age, emotional maturity, and level of understanding.
- Focus on helping students learn appropriate behaviour, rather than simply enforcing control or punishment.
- Maintain a supportive connection with the student, even during difficult moments
- Never mirror challenging behaviour with similar responses
- Approach behaviour management with consistency to reduce confusion and instability.

Clear boundaries and expectations are essential. The key aspects of a positive behaviour approach include:

- Discussing ground rules with students to ensure their input is considered
- Being honest and transparent about any non-negotiable expectations
- Framing rules in positive terms (e.g., "We listen to each other" instead of "No shouting")
- Helping students understand how to express difficult emotions in acceptable ways
- Providing reminders and reinforcement of behavioural expectations as needed.

Some students may require additional support due to disabilities, social challenges, or external pressures. In these cases, expectations should be realistic and tailored to the individual, while still promoting positive behavioural growth. Students with additional needs should not be held to a lower standard but should be provided with the tools and support they need to meet expectations.

Individual behaviour plans should:

- Use clear and accessible communication methods
- Ensure any consequences or interventions are appropriate and understood by the student



- At WiEducate, we do not use physical intervention or restraint as a response to behaviour. Instead, our approach is centred on de-escalation, positive reinforcement, and structured support to help students develop the skills they need to regulate their own emotions and actions effectively.

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