**Woodpecker Court Youth Activities Ltd.**

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**Case Study Template**

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| Initials of learner: KMJ  Year Group: 9  Dates case study covering from and to: Oct 2018 – July 2018 |
| Brief profile of learner:  KMJ – a child in care with deep seated emotional needs which exhibited themselves as anger, violence, hatred of authority and lesson disruption/refusal at his school. KMJ was placed by his school at Woodpecker Court to give him space to reengage with a less formal learning environment, build some positive relationships with a smaller group of his peers and to begin to develop a sense of respect and acceptance of adult supervision and control. The goal was to enable a gradual reintegration of KMJ into the mainstream school cohort. |
| What was this learner’s milestone?  Though KMJ did exhibit emotional and angry outbursts, these gradually became less frequent. Through these incidents, a good relationship was developed with KMJ’s carer and this began to be helpful to KMJ as when he was behaving well, he knew he could ask staff to tell home and that this would be reported back. The reinforcement of the positive behaviours built a better trust between KMJ and Woodpecker staff. Following one emotional outburst (once KMJ had calmed himself down), KMJ sought out the member of staff that he believed he had upset and made a very heartfelt and sincere apology. KMJ recognised the impact his behaviours were having on others. From this point on KMJ began to self-regulate far more successfully. |
| How was this evidenced?  In March 2018 an EBD scale comparison was undertaken on KMJ comparing his situation from first joining to that point in time. KMJ had made some exceptional progress and in discussion with his placing school KMJ began a gradual re-integration into mainstream, first going back for two days spread across a week and then three. By July 2018 KMJ was readily able to identify when his behaviours had upset either other students or the learning environment. His swearing and emotional outburst had become less frequent and more controlled. His belief he was being victimised by other students and his reactions to them had been greatly improved into more positive behaviours such as withdrawing or seeking adult support. KMJ’s integration into mainstream is well on track enabling him to be able to successfully achieve in Year 10. |
| What next for this learner?  Possible continuation of KMJ’s placement for one day a week to enable respite for both him and for the placing school. K has a real prospect of remaining within his school and achieving his GCSEs, where he was facing permanent removal. |
| Name of staff member: MA |
| Photo: |