

ACT 2 CAM Behaviour Management Policy

1. Purpose & Principles

- To promote a **safe, respectful, and creative environment** for all students, staff, volunteers, and facilitators.
 - To encourage positive behaviour, self-regulation, and mutual respect.
 - To ensure that behaviour is managed fairly, consistently, and in line with safeguarding responsibilities.
 - To **never use physical restraint**, in line with ACT 2 CAM's values and risk-minimisation approach.
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2. Scope

This policy applies to:

- All ACT 2 CAM staff, tutors, volunteers
 - All students / participants in workshops, rehearsals, camps, off-site activities
 - Parents / carers where behaviour issues involve home communication
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3. Expectations of Behaviour

- Students are expected to treat others — staff, peers, facilitators — with respect, kindness, and professionalism.
 - Students should follow directions from staff promptly, particularly around safety in physical or film-based activities.
 - Disruptive, unsafe, or disrespectful behaviour will be addressed, but interventions will prioritise *de-escalation* and *restorative approaches*.
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4. Strategies to Promote Positive Behaviour

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a. Proactive and Preventative Practices

- Establish clear group agreements at the start of a course, camp, or project (norms about listening, collaboration, safety).
- Use **restorative practices**: circle time, check-ins, reflection, “what went well / what to improve.”
- Provide structure: set clear routines for rehearsals, breaks, transitions, and equipment usage.
- Recognise positive behaviour: praise, verbal feedback, “rebounds” (i.e., allowing students to reflect, correct, and rejoin).

b. De-escalation Techniques

- Use calm, neutral language; avoid escalation through shaming or punishment.
- Identify triggers: facilitators should understand what typically causes disruption (e.g., boredom, frustration, misunderstanding).
- Offer “cooling-off” strategies: time-out (self-managed), change of activity, peer or staff check-in.
- Use prompts: “I notice you seem frustrated — what helps you calm down?”, “Let’s pause for a minute / breathe / reset.”

5. Managing Challenging Behaviour

a. Minor / Low-Level Incidents

- Verbal reminder or redirection.
- Reflective conversation after the session: what happened, how to repair.
- Document repeated issues: facilitators note in session logs if behaviour recurs.

b. Persistent or Significant Behaviour Issues

- Escalate to **line manager or lead tutor**.

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- Arrange a meeting with the student (and parent/carer if needed) to discuss behaviour, expectations, and support.
- Create a **behaviour support plan** if needed, collaboratively with the student, parents, and leadership, with clear goals, strategies, and follow-up.

c. Behaviour That Risks Safety

- Always prioritise de-escalation (staff should be trained in managing risk without physical intervention).
 - Where necessary, remove other students from the situation for safety.
 - Document the incident in a **behaviour incident log**, including context, actions taken, and resolution.
 - Conduct a **post-incident review** to reflect on what happened, why, and how similar issues can be prevented.
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6. Physical Intervention / Restraint

- **No physical restraint will be used** by ACT 2 CAM staff or tutors.
 - If a situation escalates to risk (threat of harm), staff must prioritise:
 1. De-escalation and removing others from harm.
 2. Calling for additional support (another staff member, leadership).
 3. Contacting emergency services if there is immediate danger.
 - Any incident where a participant's behaviour poses risk **must be recorded** and reviewed, even if no physical intervention occurred, to support future planning and risk mitigation.
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7. Post-Incident Support & Review

- After any challenging incident, staff should hold a **debrief** with the student (if appropriate) to discuss what happened, how they felt, and what might help next time.

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- Offer **emotional support**: signposting to counselling, mentoring, or external resources if needed.
 - Leadership team reviews all recorded incidents to:
 - Identify patterns
 - Adjust behaviour support plans
 - Update risk assessments
 - Share feedback with parents/carers, while maintaining confidentiality as required.
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8. Training & Staff Development

- All staff and tutors attend **regular training** on behaviour management, de-escalation, and safeguarding.
 - Behaviour expectations and this policy are part of induction for new staff / volunteers.
 - Reflection sessions: regular team meetings to discuss behaviour incidents, share effective strategies, and learn from challenges.
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9. Communication & Transparency

- The Behaviour Management Policy is made available to students, parents/carers, and staff.
 - Review and revise the policy **annually**, or sooner if operational needs or safeguarding guidance change.
 - Any changes to the policy should be communicated clearly to all staff and participants.
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10. Governance & Oversight

- The Leadership Team (or Director) is responsible for monitoring behaviour logs, incident trends, and support plans.

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- This policy links to other ACT 2 CAM documents:
 - **Safeguarding & Child Protection Policy** [ACT 2 CAM](#)
 - **Health & Safety Policy**
 - **Equality & Diversity Policy**
 - During quality assurance reviews, behaviour management practices and incidents should be audited to ensure fidelity, fairness, and effectiveness.
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Review

Externally Audited: January 2026

Next review: January 2027

This policy will be reviewed annually or sooner if legislation or operational requirements change.