



## Action Community Enterprises CIC (ACE)

### Behaviour Policy



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### Action Community Enterprises CIC

Viking House, Dewing Road, Rackheath Industrial Estate, Norwich, NR13 6PS. Company No. 7663378

Tel: 01603 720308, Email: [info@ace-project.org.uk](mailto:info@ace-project.org.uk)



## Behaviour Policy

The aim of the Behaviour Policy is to determine the boundaries of acceptable and unacceptable behaviour and to outline the strategies used by ACE to promote positive behaviour.

At ACE we believe that each student can be supported to meet their full potential. We provide an individualised approach for each learner to help us to understand their needs and to tailor a programme to suit them, which in turn supports positive behaviour. Our Behaviour Policy provides: -

- A framework for supporting the behaviour of young people at the centre.
- It supports the health, safety and welfare of students, staff and visitors.
- It underpins the ethos and values of ACE.

## Scope

All staff working at ACE have a responsibility to understand this policy and to make a commitment to fulfilling our ethos and values as an integral part of their duties at ACE.

## Implementation

### Key principles

The following principles underpin our ethos for supporting positive student behaviour:

- Focus on the needs of the individual student
- Encourage high expectations
- Identify underlying causes
- Rewarding achievement
- Work in partnership (with students, schools, parents/carers and agencies)

### Pro-active Approach

ACE use the following pro-active approaches to support positive behaviour:

- Development of student's programme in partnership with student, school and parents/carers (where appropriate).
- Detailed induction programme which promotes clear expectations and behaviour boundaries.
- The provision of an effective learning environment in which everyone feels safe, valued and able to learn.
- Encouraging good behaviour and respect for others and prevent all forms of bullying.
- Maintain relevant staffing levels that do not leave individuals in a vulnerable position.

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- Ensure our staff model the behaviour that we expect in our students.
- Develop and maintain staff competence and expertise which corresponds to the needs of the students.
- Avoid situations which are known triggers for disruptive episodes and create opportunities to engage in meaningful activities which include opportunities for choice and a sense of achievement.
- Consistently applied behaviour responses are used by all staff across the centre. (see appendix 1)
- Behaviour mapping of each student's behaviour against their targets, accessed by students, staff and school, with regular one-to-one follow ups.
- Daily monitoring of student behaviour shared with school partners.

## Rewards and Sanctions

The following rewards are available for staff to use

- Verbal praise
- Written praise in workbooks
- Letters and postcards home
- Positive phone calls with parents/carers
- Reward group activities, ie, playing a sport or game or watching a film.
- Support of partner school's reward systems.

The following sanctions/de-escalation strategies are available for staff to use.

- Verbal challenge
- Change task
- Group discussion
- Tactical ignore
- Diversion task
- Additional support
- Time out within class
- Time out from classroom with supervision
- Phone call home to parents/carers.

For further details, please see ACE's agreed behaviour responses (Appendix 1). Records of sanctions given will be included within the Behaviour Incident Form, copies of which are provided for partner schools.



## **Exclusions**

In general exclusion is used as a last resort. On occasion fixed period exclusion is used as a reflective tool, where ACE staff use this time to meet with students, school partners, parents and carers to discuss next steps.

A student is only excluded with the knowledge of the partner school, who then follow their own exclusion policy and procedures.

## **Crisis Intervention**

Please refer to ACE's crisis management procedure.

## **Police contact**

In the event of a serious incident the police will be called. The decision to call the police is made by the Centre Manager in liaison with the SLT. The Centre Manager will direct a member of the team to contact the police on her behalf if she is involved in containing the situation.

## **Reporting and Recording**

A record of all negative behaviour incidents is recorded on the Behaviour Incident Form which is shared with partner schools and kept on the student's file.

Positive and negative student behaviour is monitored daily and reported to partner schools.

All safeguarding and bullying incidents are reported and recorded following the relevant ACE procedures.