



**Telford Court**

**Behaviour Policy**

**2026-2027**

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## 1. Policy Statement

The Greenhouse HyFlex Academy is committed to creating a safe, respectful and nurturing environment where all young people aged 11 to 19 can engage in learning and develop as individuals. This policy sets out The Greenhouse's approach to behaviour, rooted in trauma-informed practice and an understanding of the complex needs of looked-after and care-experienced young people.

The Greenhouse's behaviour approach is needs-led, flexible and relational, recognising that many young people have experienced significant adversity, trauma or disruption. The goal is not compliance but co-regulation, resilience and re-engagement.

Young people at The Greenhouse are accompanied to education by their own support staff from their residential home. Behaviour management at The Greenhouse is therefore a coordinated team approach, with clearly defined roles for education staff and care/support staff. This policy sets out those roles, the expectations of all adults, and the procedures for managing behaviour safely and consistently.

This policy aligns with the DfE Non-School Alternative Provision Voluntary National Standards (August 2025) and Keeping Children Safe in Education (KCSIE) 2026, and should be read alongside the Physical Intervention and Restrictive Practices Policy and the Safeguarding and Child Protection Policy.

## 2. Legal Framework

This policy has regard to:

- Education Act 1996
- Children Act 1989 and 2004
- Equality Act 2010
- Mental Health Act 1983 (as amended by the Mental Health Act 2025)
- Keeping Children Safe in Education (KCSIE) 2026
- DfE Non-School Alternative Provision Voluntary National Standards (August 2025)
- Use of Reasonable Force and Other Restrictive Interventions (DfE, 2026)
- Working Together to Safeguard Children 2026

### 3. Principles

The Greenhouse's approach to behaviour is underpinned by the following principles:

- All behaviour is communication. Young people who present with challenging behaviour are communicating an unmet need.
- Relationships are the foundation of behaviour change. Consistent, trusted adults are the most effective behaviour intervention.
- Regulation before learning. Young people cannot access education when dysregulated. Co-regulation comes first.
- Fairness means meeting individual needs, not treating everyone the same.
- Exclusion is never a first response. The Greenhouse seeks to understand, support and retain every young person.
- Safeguarding is always the priority. Any behaviour that indicates a safeguarding risk must be addressed through the Safeguarding and Child Protection Policy.

### 4. The PACE Approach

The Greenhouse embeds the PACE approach (Playfulness, Acceptance, Curiosity, Empathy) developed by Dr Dan Hughes as its primary relational and therapeutic framework for all behaviour management. PACE is not a technique applied in isolation — it is an attitude that shapes how all staff relate to young people at all times.

#### **Playfulness**

Playfulness is used to connect with young people by creating a warm, light and engaging atmosphere. It is not about being funny — it is about using a light tone, humour and creativity to help young people feel at ease, reduce shame and avoid triggering defensiveness. Playfulness is particularly valuable for low-level behaviour and is embedded into daily routines and interactions. It is not appropriate at the point of immediate risk.

#### **Acceptance**

Acceptance means validating a young person's feelings without judgement. Staff accept a young person's thoughts, feelings and perceptions without necessarily agreeing with them. The aim is to communicate to the young person that it is acceptable to feel how they feel — acceptance of emotion does not mean acceptance of harmful behaviour. Acceptance is most powerfully conveyed through non-verbal communication: tone of voice, body language and facial expression.

## **Curiosity**

Curiosity means demonstrating genuine interest in understanding a young person's experience. Rather than assuming or interpreting, staff wonder aloud — exploring what might be driving a behaviour without fact-finding or interrogation. Young people often do not know why they behaved as they did. Curiosity helps them make sense of themselves in a non-threatening way. Staff are encouraged to ask open questions and sit with not knowing, rather than rushing to conclusions.

## **Empathy**

Empathy means showing genuine compassion and understanding by allowing oneself to feel what the young person must be feeling. It is not about reassurance or fixing — it is about being present and alongside the young person in their experience. Staff model empathy in everyday interactions and maintain it even when behaviour is difficult. Empathy communicates to young people that they will not be abandoned when they are at their most challenging.

The PACE approach is embedded across all staff training and supervision. Staff are supported to reflect on their use of PACE in supervision sessions and following significant incidents.

## **5. Behaviour Expectations**

The Greenhouse has a small number of clear, consistent expectations that apply to all young people and adults. These are communicated to young people through The Greenhouse Student Guide and reinforced consistently across all interactions:

### **Ready**

Arrive on time, properly equipped, prepared to learn, and with a positive attitude.

### **Respectful**

Treat everyone with kindness and fairness. Listen and value others' views. Take care of The Greenhouse property.

### **Safe**

Make choices that protect the physical and emotional wellbeing of yourself and others. Follow guidance and stay in allowed areas.

If a young person does not feel able to be Ready, Respectful or Safe, they are encouraged to tell a member of staff and take time out if needed. Staff respond to this with empathy and without judgement, using the PACE approach to understand what is driving the young person's difficulty.

Additional site-specific expectations apply at Telford Court, which is situated within an industrial estate in Ellesmere Port. Young people must not leave the site without permission. The risks of absconding from this site are significant and are addressed in detail in section 8 of this policy.

## **6. Roles and Responsibilities**

### **Headteacher / DSL — Fiona Conde**

The Headteacher holds overall responsibility for behaviour across The Greenhouse, ensures this policy is implemented consistently, and reviews it annually. As Designated Safeguarding Lead (DSL), the Headteacher also ensures that all behaviour concerns with a safeguarding dimension are responded to in line with the Safeguarding and Child Protection Policy. The Headteacher also oversees the trauma-informed behaviour framework, supports staff with complex presentations, leads on behaviour-related CPD and monitors the quality of behaviour records.

### **Education Staff — Primary Role: De-escalation**

During education sessions, education staff are responsible for the overall management, supervision and safety of young people within the learning environment. Education staff will:

- Use proactive and responsive de-escalation strategies to maintain a calm learning environment
- Manage behaviour at the earliest stage, using the PACE approach
- Offer time out in a safe space as a first response to dysregulation
- Reduce the audience where appropriate by moving other young people to a different room
- Remove potential hazards from the environment where there is a risk of harm
- Involve care/support staff only as a last resort — when physical intervention may be required or when the young person needs to leave the session to prevent further escalation
- Record all incidents on the same day using The Greenhouse's recording template

Education staff do not lead on physical intervention unless appropriately trained or in exceptional circumstances where immediate harm would otherwise occur.

### **Care / Support Staff — Primary Role: Safety Intervention**

Young people at The Greenhouse are accompanied by their own care/support staff from their residential home. Support staff play a critical role in the behaviour management framework. Support staff will:

- Remain in the designated seating area near the exit during education sessions, available and ready to respond
- Remain aware of their allocated young person's location at all times
- Take responsibility for the young person only when requested to do so by education staff, following handover of care
- Use CPI-informed de-escalation strategies to safely manage escalated situations and guide the young person to a safe space
- Lead on physical intervention where required, in line with their CPI training and organisational policy
- Ensure incidents are accurately recorded and escalated to relevant professionals, including the young person's social worker, care manager and police where required
- Remain quiet and respectful within the education setting to avoid disrupting lessons
- Act as a positive role model at all times

Support staff read and sign the Guidance for Support Staff Accompanying Young People Whilst in Education on their first visit to The Greenhouse. This document sets out the detailed expectations of their role and is retained within the young person's home.

## **7. Responding to Behaviour — Education Staff Protocol**

When a young person presents with dysregulated or challenging behaviour during a session, education staff will follow this graduated response:

### **Step 1 — Early Intervention**

At the first sign of dysregulation, education staff will:

- Remain calm and regulated — staff regulation is a prerequisite for young person co-regulation
- Use the PACE approach — playfulness, acceptance, curiosity and empathy
- Use the young person's known de-escalation strategies from their individual plan
- Offer a time out in a safe space

### **Step 2 — Environmental Management**

Where Step 1 is insufficient:

- Remove potential hazards from the environment
- Reduce the audience — move other young people or the lesson to a different space
- Maintain supervision of the young person with another adult

- Continue to use verbal de-escalation, distraction and redirection

### **Step 3 — Handover to Support Staff**

Education staff will request the involvement of the young person's care/support staff only when:

- Physical intervention may be required to prevent immediate harm
- The young person needs to leave the session and cannot do so independently
- The situation cannot be safely managed by education staff alone

At the point of handover, education staff will communicate the current situation clearly to support staff and maintain safe supervision of the remaining learning environment.

## **8. Absconding — Site-Specific Risk Protocol**

The Greenhouse is located within an industrial estate in Ellesmere Port. Absconding from Telford Court presents a heightened and specific environmental risk and is treated as a high-priority safeguarding matter requiring immediate response. All staff — both education and support — must be familiar with this protocol.

### **Site Risk Zones**

The following risk zones apply to absconding incidents at Telford Court:

- Zone 1 — Immediate Risk (0–100 metres): Industrial estate roads including Dunkirk Way and internal access routes. High volume of HGVs and delivery vehicles. Primary risk: immediate collision or serious injury.
- Zone 2 — Elevated Risk (100–400 metres): Routes leading toward main junctions and the A5032. Faster-moving traffic and multiple crossing points. Primary risk: high-speed road traffic accident.
- Zone 3 — High Safeguarding Risk (400m+): Wider Ellesmere Port area including canal systems, docklands and public spaces. Primary risks: criminal exploitation, going missing, water hazards, contact with unknown adults.

### **Immediate Response**

If a young person leaves the building without permission:

- Support staff must remain with the young person at all times if they leave the building
- Education staff must stay inside the building, supervise the remaining environment and ensure windows and doors are secured
- Support staff must maintain a calm, non-confrontational approach, prioritising de-escalation at all times

## **De-escalation Outside**

Support staff should:

- Approach the young person calmly and supportively — avoid raising their voice or confronting
- Allow the young person space and time to regulate
- Encourage self-regulation before attempting to return the young person to the building

## **Returning to the Building**

Young people should only return to the learning environment once calm and able to engage safely. Support staff must consult with education staff before allowing re-entry, and education staff must ensure the environment is prepared and safe.

## **Escalation — If the Young Person Refuses to Return**

If the young person is unable or unwilling to return:

- Support staff must inform an education staff member that the young person will not be returning when it is safe to do so
- Use CPI strategies to support de-escalation and encourage safe return to the home
- Physical intervention may only be used as a last resort, following CPI training and organisational policy, to prevent immediate harm
- Contact relevant professionals — including police, care manager, social worker and the DSL — in line with The Greenhouse's safeguarding and missing procedures
- All incidents must be recorded in full on the same day

Any absconding incident from Telford Court is automatically treated as a safeguarding concern and must be reported to the DSL (Fiona Conde: [fiona.conde@ourgreenhouse.co.uk](mailto:fiona.conde@ourgreenhouse.co.uk) / 07483 186810) or the DDSL (Amanda Ledsham: [amanda.ledsham@ourgreenhouse.co.uk](mailto:amanda.ledsham@ourgreenhouse.co.uk) / 07484 419175) on the same day.

## **9. Positive Behaviour Support and Individual Planning**

The Greenhouse operates a Positive Behaviour Support (PBS) approach. Each young person has a Behaviour Support Plan that reflects their individual needs, known triggers, preferred de-escalation strategies and communication approaches. Staff are trained in trauma-informed practice and the PACE approach.

Behaviour support is proactive, not reactive. Staff focus on:

- Understanding the function of behaviour and identifying triggers before they escalate
- Building individual behaviour support plans for young people with persistent or complex needs
- Recognising and reinforcing positive behaviour — Ready, Respectful, Safe — consistently
- Using restorative approaches following incidents, rather than punitive responses
- Collaborating with social workers, virtual school heads and residential care teams to ensure consistency across the young person's network

## **10. Recording and Reporting**

All significant behaviour incidents must be recorded on the day they occur using The Greenhouse's recording template. Records must include:

- Date, time and location of the incident
- Description of the behaviour and any identified triggers
- De-escalation strategies used and the young person's response
- Whether support staff were involved and the nature of any handover
- Whether physical intervention was used — if so, a separate Physical Intervention Record must also be completed
- Outcome and any follow-up actions required
- Whether a safeguarding concern was identified

The Headteacher reviews behaviour records at least termly to identify patterns, review individual plans and determine whether additional support is required. Behaviour data is shared with commissioning Local Authorities and virtual school heads as part of regular placement reporting.

## **11. Safeguarding and Behaviour**

Any behaviour that suggests a young person may be at risk of harm — including self-harm, aggression towards others, disclosures, or significant changes in presentation — must be reported immediately to the DSL, Fiona Conde, or in her absence the DDSL, Amanda Ledsham.

A significant behaviour record alone is not sufficient where safeguarding is a concern. Staff must complete a Safeguarding Concern Record Form (Appendix 3 of the Safeguarding and Child Protection Policy), using the young person's own words.

The DSL will determine the appropriate response, which may include a referral to Cheshire West and Chester Children's Social Care or other agencies.

Where a young person's behaviour is linked to a specific safeguarding risk — including county lines, criminal exploitation, domestic abuse or self-harm — the DSL will ensure a contextual safeguarding approach is taken and that the young person's social worker and virtual school head are informed.

## **12. Monitoring and Review**

This policy will be reviewed annually by the Headteacher. Behaviour data will be analysed at least termly to inform practice, identify training needs and ensure the policy remains fit for purpose. The policy is shared with all staff on appointment and at each annual review.

## **13. Related Policies**

This policy must be read in conjunction with the following related policies:

- Safeguarding and Child Protection Policy
- Physical Intervention and Restrictive Practices Policy
- Attendance Policy
- Anti-Bullying Policy and Procedure
- Learner Welfare Policy
- Staff Code of Conduct
- Low-Level Concerns Policy

**This policy has been written by Fiona Conde (Headteacher) and approved by Jonathon Simpson (Business Director).**

*Jonathon Simpson*

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