



## **Behaviour Policy (1 year reviews)**

**April 2026**

The Paddock is a calm and nurturing alternative provision in Shropshire, offering personalised, research-informed support for young people who need a smaller, more flexible approach to learning. We specialise in helping academically capable students who currently find mainstream environments overwhelming, providing a peaceful space where they can re-engage, rebuild confidence, and thrive.

This Behaviour Policy functions to make clear the approach we take towards achieving these aims, including the high expectations we have for our young people partners. It will identify the principles through which we measure everything, and the practical steps we take to ensure that all members of the community remain safe and focused towards achieving their very best.

### **The Aims of the Paddock Community**

The aims of this policy are to ensure...

- All members of the community are aware of what is expected of them so that daily routines, expectations and the focus on learning are clear
- Barriers to learning and triggers for our young people partners are recognised early, supported appropriately and regulated effectively
- The early identification of behaviours that will impact on the learning of our young person partner and the rest of The Paddock's community
- the facilitator partners at The Paddock are able to identify the particular behaviours that are more challenging
- all members of the community are safeguarded and that appropriate action is taken if concerns are raised

### **The Character of the Paddock Community**

Our community approach is trauma informed and set on creating strong relationships from the outset, recognising that trauma exists as a potentially debilitating block to learning, relationship building and happiness. Our personalised projects for each of our young person partners reflect this and ensure that they will experience...

- high expectations from facilitators with consistent modelling
- high quality teaching and learning with personalised projects
- supportive staff who are accepting and demonstrate positive language
- empathetic and driven to build those strong relationships
- being the drivers for their own learning and personal development
- highly trained and expert staff, with safeguarding prioritised (KCSIE 2025)

In addition, our facilitating team can expect that our young people partners will engage in the projects set for them, demonstrating this by...

- adhering to the behaviour expectations set within the community
- following the routines and prompts given at The Paddock
- respecting the community and building relationships with others

### **Safeguarding of The Paddock Community**

All members of the Paddock Community have the right to be safe, feel safe and thrive within a non-threatening community (see our Safeguarding and Child protection Policy). Every member of staff is responsible for every young person and will therefore be responsible to support their behaviour at all time by using a positive, caring and compassionate approach and drawing on the positive relationships established from the outset.

Staff are trained to recognise that ALL BEHAVIOUR IS COMMUNICATION. Our setting is designed to help avoid situations that are difficult to manage, but if these do occur and a young person partner becomes dysregulated, our staff team will be supportive and find how best to support them to be able to reregulate their emotions.

All staff will use the Team Teach approach with an emphasis on the diffusion and de-escalation of behaviour, and an understanding of how experiences affect feelings which in turn affects behaviours.

We encourage self-respect at all times but recognise that this is a value that is often not strong in our Young People Partners. To this end, we support our community to understand where certain behaviours may come from. This can include the use of our two trained counsellors (CBT and Person focused) to help in a restorative practice towards rebuilding any damaged relationships.

We celebrate positive advances towards project completion and in particular the ability of our young person partners to self-regulate and embrace situations that they have previously been unable to embrace. Recognition for this will be given at every opportunity, either privately, publicly or to parents / carers. These may take the form of a smile, positive body language or verbal comments. It may also include written comments on work, stars, stickers or community awards. All will be based on the needs of the individual.

The Paddock has a safe touch approach. Staff will seek to respond to children's developmental and sensory needs by using appropriate positive touch. Our policy takes into account the extensive research and studies relating to attachment theory and child development that identify positive touch contribution to brain development, mental health and the development of social skills. It also recognises the following...

- Physical intervention is a last resort
- If a positive handling strategy has to be used keep language to a minimum
- One voice
- One lead member of staff focusing on de-escalation
- All staff should respect help protocols
- Staff and young people partners should have time to debrief after a physical intervention

All physical intervention should be recorded in the incident log and in individual daily and weekly reports. This will be monitored by the Head of The Paddock and SENDCO with details used to amend any project targets, delivery strategies or expected outcomes as necessary.

Parents / carers and schools will be notified on the day of any physical intervention

## Where behaviour expectations are not met at The Paddock

All concerns about behaviour are recorded on daily / weekly reports for our young person partners. We understand and recognise that all behaviours have a cause, and where possible we seek to identify the cause of any behaviours which might be detrimental to the learning community and deal with them appropriately. These might be home factors such as difficult or strained relationships, bereavement, abuse and neglect, or personal factors such as mental health, SEND or bullying. We will make all efforts to listen carefully to our young people partners in order to establish the causes, and monitor any emerging patterns in order to avoid future situations.

Consequences may be used if it is felt appropriate to support the learning of the young person partner but always within the values of The Paddock. These might include conversations about the appropriateness of actions, restorative conversations or activities designed to encourage a different outcome in the future. If behaviours are such that we feel unable to support the learning of any young person partner, we will review the placement at The Paddock with parents, school and if appropriate the local authority.

## Sharing information at The Paddock

The learning provision at The Paddock is very much a partnership between us, the young people, their parents / carers and their schools. We are therefore determined to share all information that is relevant to help the young people partners successfully complete their projects. To this end, we will ensure that all behaviour information is shared in the following ways...

- Daily / weekly reports detailing all successes and areas for concern
- Specific behaviour focused projects, agreed by all partners, where behaviours continue to be a challenge
- All physical intervention reported on the day
- Regular meetings held to discuss all behaviour and safeguarding concerns
- Records kept securely of all young people partners
- Regular discussions with The Paddock team to share concerns and update on outcomes of any intervention work
- Attendance of all meetings where appropriate for each young person partners, including care planning and PEP meetings for Children in Care

Policy	Behaviour Policy
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Signed	
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