



Conquer Learning – Behaviour Policy

Academic Year: 2025–2026

Review Date: July 2026

Owner: Senior Leadership Team

Vision and Values

At Conquer Learning, we believe that positive behaviour is built on relationships, respect, and restoration. We understand that many of our learners have experienced challenges in previous settings, including trauma, unmet needs, or exclusion from mainstream education.

Our approach is rooted in empathy, trust, and consistency. We aim to provide a safe, calm, and supportive environment where learners can reset, re-engage, and develop the social, emotional, and academic tools they need to succeed.

Our Approach to Behaviour

We do not expect perfection - We expect growth.

We take a trauma-informed, relational approach to behaviour. This means:

Every behaviour is a form of communication

Boundaries are clear, fair, and consistent

Repair is just as important as sanctions

We separate the behaviour from the learner

We avoid zero-tolerance or punitive methods. Instead, we focus on building positive relationships, using restorative conversations, and helping learners understand and manage their actions.

Roles and Responsibilities

Staff:

- Model respectful, calm behaviour at all times
- Set clear, consistent expectations
- Recognise and praise positive behaviour
- Use restorative practices when incidents occur
- Communicate clearly with families and other professionals

Learner

- Try their best to engage positively
- Take responsibility for their actions where possible
- Be open to support and reflection

Parents and carers

- Work in partnership with us
- Support agreed behaviour plans or strategies
- Communicate openly and honestly

Recognition and Rewards

We celebrate progress, not perfection.

Learners are recognised for effort, attitude, and positive choices through:

- Verbal praise
- Reward points / certificates
- Positive phone calls home
- Weekly and Termly celebration events
- Student Voice nominations

Responses to Challenging Behaviour

- We take a relational, non-confrontational approach to managing behaviour. This includes:
- De-escalation techniques
- Time-out or reflection time when needed
- Restorative conversations to rebuild trust

- Behaviour support plans for individuals who need more guidance
- Involvement of parents/carers and external support where appropriate

Where risks are high or persistent behaviour continues, we may implement:

- Individual Risk Assessments
- Alternative timetables or spaces
- Support from SEND or therapeutic services
- Exclusion is only ever used as a **last** resort.

Restorative Practice

At Conquer Learning, we use restorative practice to:

- Help learners understand the impact of their actions
- Rebuild relationships after incidents
- Encourage accountability without shame
- Support emotional literacy and conflict resolution

This reflects our belief that repair is part of the learning.

SEND and SEMH Considerations

We recognise that behaviour can be a barrier to learning, particularly for those with:

- Special Educational Needs and Disabilities (SEND)
- Social, Emotional or Mental Health (SEMH) needs
- Past trauma or safeguarding concerns

Behaviour is never seen in isolation. We take a personalised approach, working closely with learners, families, and professionals to ensure support is tailored and meaningful.

Safeguarding and Behaviour

Any behaviour that presents a risk to a learner's safety, or that of others, is managed in line with our Safeguarding Policy. We ensure that our response is always proportionate and that safeguarding concerns are escalated appropriately.

Monitoring and Review

The Behaviour Policy is reviewed annually by the Senior Leadership Team. Learner and staff voice contribute to updates, and ongoing training ensures consistency in practice.