



Behaviour and Conduct Policy

1. Policy Statement

At Rootz we believe that a positive and respectful learning environment is essential for the personal and academic development of all learners. This Behaviour and Conduct Policy sets out our expectations and approach to encouraging good behaviour, promoting mutual respect, and responding to incidents fairly and consistently.

We aim to build a culture of kindness, accountability, and cooperation, where every learner feels safe, included, and supported.

2. Purpose

This policy aims to:

- Promote positive behaviour and self-regulation.
- Create a safe and respectful environment for learning.
- Set clear expectations for behaviour and conduct.
- Support learners to make positive choices.
- Establish procedures for addressing inappropriate behaviour.
- Work in partnership with parents/carers and professionals.

3. Scope

This policy applies to:

- All learners enrolled in our provision.
- All Rootz staff, volunteers, and visitors.
- All settings used for learning: on-site, off-site, online, or during trips and activities.

4. Principles

Our behaviour policy is underpinned by the following principles:

- Respect for self, others, and the learning environment.
- Consistency, fairness, and positive reinforcement.
- Restorative approaches and reflective practice.
- Inclusion and support for all learners, including those with additional needs.
- Zero tolerance for bullying, discrimination, or violence.

5. Expectations

We expect all learners to:

- Treat Rootz staff, peers, and visitors with respect.
- Follow instructions from Rootz staff promptly.
- Attend sessions punctually and be prepared to learn.
- Take responsibility for their actions.
- Use respectful language and behaviour at all times.
- Respect property and shared spaces.
- Refrain from physical or verbal aggression, bullying, or disruptive behaviour.

6. Staff Responsibilities

All Rootz staff will:

- Model respectful and appropriate behaviour.
- Set clear, consistent boundaries.
- Provide encouragement and positive reinforcement.
- Intervene early and de-escalate challenging behaviour.
- Use restorative conversations where appropriate.
- Record and report incidents accurately.

- Work in partnership with learners and parents/carers.

7. Promoting Positive Behaviour

Rootz promote good behaviour by:

- Using praise and encouragement.
- Providing opportunities for learners to take on responsibility.
- Recognising progress and effort.
- Offering rewards, certificates, or other incentives.
- Building trusting relationships between staff and learners.

8. Responding to Behaviour Issues

All incidents of inappropriate behaviour will be responded to consistently and proportionately, based on the individual learner's needs and context.

Responses may include:

- Verbal reminders or warnings.
- Reflection time or restorative conversations.
- Behaviour support plans.
- Parent/carer involvement.
- Temporary withdrawal from activities or sessions (as a last resort).
- Referral to external support services if needed.

9. Serious Incidents

Serious breaches of behaviour may include:

- Physical violence or threats.
- Bullying or discriminatory behaviour.
- Vandalism or theft.
- Possession of prohibited items (e.g., drugs, weapons).

In such cases, the Rootz senior leadership team (SLT) will be informed immediately, and appropriate safeguarding and disciplinary procedures will be followed. The safety of all learners and staff will be prioritised.

10. Individual Behaviour Support

Learners with additional or complex needs may require an individualised approach. In these cases:

- Behaviour Support Plans (BSPs) will be created in partnership with the learner, parents/carers, and relevant professionals.
- Reasonable adjustments will be made in line with the Equality Act 2010.
- Staff will receive support and training to meet learners' individual needs.

11. Exclusion (if applicable)

While exclusions are rare and only used as a last resort, we reserve the right to withdraw provision in cases where behaviour poses a serious risk to safety, or where all other interventions have been exhausted. This process will be managed in line with local authority guidelines and in full consultation with parents/carers.

12. Monitoring and Review

- Behaviour incidents will be logged and monitored regularly.
- The policy will be reviewed annually or in response to significant incidents.
- Feedback from staff, learners, and parents/carers will inform policy improvements.

VERSION:	0.1
DATE:	23.4.25
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RATIONALE :	Second draft
APPROVED :	