WREKIN
PREP

POSITIVE RELATIONSHIPS AND BEHAVIOUR POLICY

Wrekin Prep Positive Relationships and Behaviour Policy

Introduction

At Wrekin Prep, we endeavour for our pupils to become well rounded, confident and accomplished learners who develop purposeful, transferable skills that they can apply to all of their learning whilst at school and beyond.

We believe that all children can succeed. A child needs an enabling environment which includes high levels of pastoral care and support to ensure that there are no barriers to making progress at school. We seek to bring out the best in every child in our care and know that a child needs to feel safe, secure and willing to get involved in school life in order to thrive.

We firmly and unconditionally reject the use of corporal punishment or any form of physical chastisement in the management of pupil behaviour. No member of staff, volunteer, or person acting in a supervisory capacity is permitted to use physical force as a means of discipline. This applies in all school settings, including classrooms, playgrounds, off-site activities, and school-organised events.

From April 1st, 2026, the Department for Education published new guidance to replace the document, Use of Reasonable Force in Schools. This guidance is: Restrictive Interventions including Reasonable Force. All members of staff have a legal power to use reasonable force in specific circumstances. For details, please see the Use of Reasonable Force and Restrictive Interventions Policy.

A strong commitment to pupil care and wellbeing lies at the heart of a Wrekin Prep education. As a school community we work together to ensure that every child is safe, happy and is enabled to succeed personally, socially, emotionally and academically. We firmly believe that these are all interconnected as per Maslow's Hierarchy of needs.



Aims

At Wrekin Prep, we want to promote positive relationships and effective behaviour for learning by:

- Encouraging a calm, purposeful and happy atmosphere within the school where effective learning and teaching can take place.
- Nurturing positive caring attitudes where achievement at all levels is acknowledged and valued.
- Providing a clear, shared understanding between children, teaching staff, support staff, parents and governors leading to the development of a consistent approach to positive relationships and exemplary behaviour throughout our school called The Wrekin Prep Blueprint.
- Giving children the tools to recognise, regulate and take responsibility for their own behaviour choices.

There are certain principles upon which our Positive Relationship and Behaviour Policy is based:

- We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable and not the child.
- Children are taught to take responsibility for their own learning and behaviour, and to realise that there are clear expectations during the school day.
- We are dedicated to helping children to recognise, address and take responsibility for their choices.
- We believe it is our duty to promote, encourage and celebrate positive relationships and exemplary behaviour within the school.

Equal Opportunities

It is understood that children will be at different stages of their social development and that children who have specific learning needs or disabilities which affect their ability to manage social situations will need to have this policy differentiated. When this is the case, these children will have an Inclusion Support Programme, Individual Positive Relationships Plan or Positive Handling Plan, which details interventions such as Social Skills groups, social stories etc. These plans are drawn up by the SENDCO and the child's Class Teacher, in consultation with parents and if appropriate, outside agencies.

British Values

British Values underpin all that we do at Wrekin Prep. Children are encouraged to use these values to:

- Develop their self-knowledge, self-esteem and self-confidence
- Distinguish between right and wrong and to respect the rules of the school and wider society

- Accept responsibility for their behaviour, show initiative and contribute positively to other people's lives
- Show an understanding and tolerance of different faiths and cultures
- Always be inclusive of everyone

Positive Relationship Strategies

A range of strategies are employed to support the children in managing their relationships and consequent behaviours:

- Adults consistently follow the Wrekin Prep Behaviour Blueprint
- A range of teaching styles are used in class to meet the children's various learning styles
- Work and resources are adapted to ensure that the children's individual needs are met
- Children are given clear routines and boundaries that are consistently enforced to keep them safe
- Whenever possible, children are informed in advance of changes in routine
- Timetables and expectations are shared daily
- Staff work closely with parents and carers to establish positive relationships
- A range of activities are organised at lunchtime to develop positive play
- Alternative arrangements are made for children struggling during break and lunchtimes
- Positive relationships/behaviour for learning are acknowledged and encouraged consistently throughout the school day
- Children are encouraged to take responsibility for their own behaviour for learning and make the right choices
- Positive affirmations and growth mindset displays are visible around the school
- Inclusion and equality are focussed on during PSHE and assemblies

Routines

At Wrekin Prep, we have consistent routines in place to ensure that all children feel safe, secure and valued.

Routines	Verbal Cues and Recognition	Non-Verbal Cues & Recognition
All children to walk through the school	Thank you for walking beautifully That is beautiful walking, well done!	Smile
All children must line up quietly	Line up quietly, thank you Sit back down. Let's try again. Well done for lining up quickly and quietly	Signalling children to stand up by moving palms in an upwards motion

		Thumbs up
All staff to have specific areas to greet the children in the morning and at the end of breaks (at front of class line) with kindness and warmth	Good morning! Welcome back to class. It's lovely to have you back.	Always a warm smile!
Staff to monitor changing rooms and toilets during transition times	Thank you for hanging up your coat on your peg Well done for remembering to put your bag away Well done for walking into the toilet quietly and sensibly	Thumbs up Smile
All children and staff must walk in and out of assembly and Chapel in silence	If anything needs to be said to the children, do it with a whisper! If anything needs to be said to each other, save it for afterwards.	Hands up. Thumbs up
When working in the corridor, individuals and groups of children must remember to use a quiet, indoor voice	Please remember your indoor voice Thank you for using your indoor voice The other classes will appreciate you using your indoor voice. This will help them to learn.	Sign language sign for little
At the end of break times, the getting ready bell is rung. All children freeze. The main bell is then rung. The children walk into line. Teachers collect children from the line playground at the end of all breaks.	Thank you for walking beautifully to line up. Well done for standing silently, you are showing me that you are ready to learn. Go back and walk please.	Raise hands Clapping games Rhythm games Adult to stand at different points in the line each day
When getting ready for lunchtime, staff to supervise handwashing and getting ready for lunch. All children are walked, by an adult, into the dining hall. Class teachers sit with classes. At the end of the sitting, all children thank the kitchen staff.	Let's walk into the hall and show everyone our beautiful walking. Thank you for walking to your seat and using an indoor voice in the hall. Thank you for being a good role model.	Hands up
Teachers at lunch praise children for using great table manners	Well done for not speaking with a mouthful of food.	A warm smile

	Well done for using your knife and fork Thank you for lining up wonderfully Well done for eating all of your lunch Let me show you how to…	Thumbs up Lunchtime reward stickers - sharing good manners each day. Golden Table – Lower School
At the end of the school day, staff to send one table group at a time to get their belongings. All children then return to the classroom. Children taken out onto the playground and dismissed to parents. All Class Teachers to be visible.	Staff to make a concerted effort to be visible when it is for the purpose of praise. Share wow moments from the day with specific parents. Build up a positive relationship from the offset and throughout the year.	When parents need to be contacted for negative behaviours, please do this via phone or after school meeting. Always end the day with a smile!
When walking to Chapel, we walk in pairs and walk past the Sports Hall and through the Wrekin Senior site past the business school. Once lined up at the door, no talking. Sit silently, taking time to think and reflect whilst waiting for the service to begin. Leave in silence. Thank the Rev on exit.	Staff monitor behaviour and partners - well done for walking so sensibly. Children to be sensible and aware of their surroundings. Walk and talk. Staff at front and back of each line and stand either side of the crossing, reminding children of how to cross safely.	

<u>Our School Rules</u>

At the start of each school year in assemblies, in class and during PSHE classes, the children are introduced to The Wrekin Prep School Rules and Aims. These are in place to promote and support positive and effective behaviour for learning and being together safely. They are an important part of our whole school ethos. These are referred to throughout the year and explored in depth to ensure understanding and to answer any questions or queries that a child may have and to carefully navigate any situations that may arise during the school day where behaviour support is required. This is part of building a positive culture and teaching children how to be responsible members and positive contributors to our society, whilst at and beyond Wrekin Prep. The rules are displayed in every classroom and around school to remind our community of our commitment and responsibilities. Students sign the rules as a commitment for the year ahead and as a prompt to be referred to.

- We work hard and try our best
- We are kind, supportive and helpful in our words and actions.
- We treat everyone fairly, with respect and celebrate differences.
- We get involved in school life and make the most of opportunities.
- We respect and look after our environment, property and each other's belongings.
- We make good behaviour choices so that everyone can learn and thrive at school.

Rewards

At Wrekin Prep, we reward positive behaviours using the following system:

1) A simple 'Well done' is always a positive thing to say and hear!

2) Frequent positive feedback to parents will be given on the playground with a child so that they know as a community we communicate and celebrate all that they are achieving.

3) House Merits are given as individual rewards for good academic work, behaviour or for any positive contributions to school life. These are given out in 1's. Totals are kept on a spreadsheet for each individual child and teachers should add onto the system once awarded. House Merits are added up for each individual child and certificates are given once a certain number has been reached (50 = Bronze, 100 = Silver, 150 = Gold, 200 = Platinum, 250 = Lion).

4) Each teacher will send positive emails home (to a variety of children across the class over the course of a year), to recognise and reward progress and success from the classes that they teach.

5) In the weekly Head's assembly, achievements, kindness, presentation, sportsmanship etc are celebrated through discussion and the Pupil of Week Award. Pupil of the week is awarded for good progress in any area of school life by the class teacher. Children are presented with a certificate by the Head or Deputy Head and should be taken home.

6) House Merits are given for excellent collaborative work in House events and competitions. House Cups are awarded termly and totals shared with the children at Readover each term. A final winner is acknowledged and cup awarded at Celebration Day with the whole community.

7) A Termly Celebration Assembly (Readover) celebrates significant success throughout the term from all areas of school life and presentations (certificates, colours, awards etc) are made to children for Sport, Music, Drama, Academic Achievement etc.

Wrekin Prep Behaviour Blueprint

At Wrekin Prep we encourage good behaviour choices by using the following strategies:

- Hands up and quiet
- Hold up a hand and non-verbal countdown
- Wiggly line down the board
- Clapping a rhythm
- Playing a musical instrument
- Playing a song/ countdown
- Verbal responses
- Whispering / follow the adult's voice

We expect all children to make good choices, show respect and kindness to themselves and others and take responsibility for their actions. When this does not happen, the following Positive Relationship Steps will be put into place:

Positive Relationship Steps	Action	Response and Support
Step One	Positive reminder/reinforcement	Remind the child that you have belief in them and their abilities. Smile at them. Make them feel valued.
Step Two	De-escalation and warnings	Sit and support the child. Provide further challenge/ Swap their seat/ Give them a job to complete. Tell child that this is a verbal warning to improve
Step Three	Quiet, supportive chat with a note in their planner	Take the child to one side. Tell them that you care about them and their learning, and you want to help them to do their best. Discuss ways forward and that a written earning will go in their planner so that parents are made aware.
Step Four	Reflection and Restoration Time	In US, Child to sit in a safe, private space and reflect on their behaviour ideally in the Pastoral Care and Wellbeing Room. They should work with a member of SLT to complete a written reflection (See below for Conflict Resolution). All Step 4 reflections should be shared with parents then signed by them and returned to school for a child's file.

		In LS, the child has some time on a thinking chair in the classroom and then has a restorative discussion with a member of SLT. The teacher will complete the reflection piece with the child and share it with their parents.
Step 4	Communication with Parents	Arrange a same-day phone call or meeting if a child has reached Step 4. For serious offences, inform the Head, Deputy or SENDCO.

If a teacher needs to go through the Steps, this should be noted on CPOMS to monitor and track the behaviour of a child. Each week, the SENDCO/Pastoral Lead produces a pastoral report, in consultation with SLT and Matrons, to analyse behaviour trends and support across the school and to devise strategies to support children who are finding behaviour management more challenging.

A child can move back up the ladder if they manage to make marked improvements related to their behaviour and attitudes. They will revert to the previous step on the ladder.

Step 4 - Conflict Resolution, Reflection and Restoration

When conflict occurs, we need to give pupils the best chance to get back on track. They need:

- A chance to tell their side of the story
- The chance to express their thoughts and feelings
- An opportunity to understand the perspective of others and the impact of the behaviour in question on everyone
- The space to think about how to prevent a re-occurrence of the behaviour
- An opportunity to accept responsibility for the harm caused
- The space to identify what needs everyone has
- The chance to come up with a plan to meet these needs moving forwards
- This restorative conversation will take a three-part structure and will include some of, but not be limited to, the following restorative language and a form completed which mirrors and addresses this. The form will be sent to parents who should discuss the content with the child and encourage them towards a resolution.

Incident	Impact	Resolution
What happened?	*Who has been affected?*	*How can we move forwards?*
What happened next? What has brought us here today? What were your thoughts	Who else had been affected? How have others been affected?	Do you agree with that? What do you need in order to move on from this? Are you OK with

at the time? What were you thinking? What do you think about it now? How were you feeling? After that happened, what happened next? What else? At that point what were you thinking/feeling? What was in your head? What was happening before? Can you tell us more about X? Can you tell us more about the issues that have brought us here today?	How do you feel now? Can you tell us more about X? Has anyone else been affected by this? Anything else to add? If there was, how were they left feeling? Was anyone else involved? What has been the hardest thing for you? Anyone else? How have you been affected?	that? What will help you to move on from this? Anything else to add? What will it look like when it's done? If you can't do that, what can you do? What do you think about what has been suggested? How does that leave you feeling? When will it be done? What would that look like? Can you tell us more about X? What else needs to happen?

<u>Serious Offences</u>

When a child commits a 'serious offence', following the Positive Relationship Steps may not be appropriate and an immediate move to a Step 4 or beyond may be needed.

'Serious' offences have been agreed as but not limited to the following: -

- Abusive language
- Physical aggression
- Child on Child Abuse (online or offline)
- Bullying; including cyber bullying, prejudice based and discriminatory bullying
- Wilful and repeated refusal to accept adult requests
- Theft or vandalism of property

Should a child commit one of the above offences, the child will be taken to speak to a member of SLT.

A Step 4 Reflection will be completed if possible and parents will be contacted by telephone to notify them that an incident has occurred. A suitable meeting time will be arranged to discuss the incident and agree further actions. A personalised programme of support will be put in place for that child and will be reviewed regularly with the teaching team, child and family. Progress, next steps and adaptations to the programme of support will be recorded on CPOMs and a discussion around the child at weekly meetings. There may also be safeguarding

concerns which should be recorded and reported to a member of the Safeguarding Team, as per the School's Safeguarding Policy.

If the Behaviour Blueprint strategies do not have sufficient impact following Step 4, and poor behaviour choices or incidents are still occurring, further steps on the ladder may be put in place.

Steps	Action	Response and Support
Step 5	Behaviour Report	Behaviour Tracker introduced. Behaviour monitored carefully week by week for a period of two weeks with weekly reports shared with parents.
Step Six	Formal letter to Parents	Letter kept on pupil's file. Support network contacted from the LA, SEND referral and liaison with external agencies for further advice (with parental support and permission).
Step Seven	Second formal letter to Parents	Headteacher Behaviour Report introduced at a meeting with parent and pupil. Behaviour monitored over a period of 4- 6 weeks. Letter kept on pupil's file. Support network contacted from the LA, SEND referral and liaison with external agencies. (with parental support and permission).
Step Eight	Alternative timetable/provision	The introduction of a reduced timetable or alternative provision timetable for an eight-week period Possible RA put into place. Support network contacted from the LA, SEND referral and liaison with external agencies. (with parental support and permission).

Step Nine

Exclusion

On rare occasions where children persistently commit serious misdemeanours or commit an offence that is deemed serious enough or if other children are at risk of harm the following may be appropriate.

- An in-school exclusion may be arranged by the Head. This requires a child to be isolated from their peers for a set period, agreed with parents, under supervision. During an in-school exclusion, work is provided by the class teacher to ensure that the child's learning is not disrupted. During an in-school exclusion, separate break and lunch arrangements may be put in place.
- The introduction of a reduced timetable may be put into place, in consultation with the local authority attendance team.

- If after interventions, support and movement through the steps, if there is no significant dynamic change or improvement, it may be suitable for a pupil to be transferred to another school or setting to be given the opportunity to make a fresh start with their behaviour.
- External Exclusion is the ultimate penalty for persistent uncooperative behaviour, which is seen to be affecting the educational entitlement and progress of other children in the school. The decision to exclude is made by the Head in consultation with the SLT, the Head at Wrekin College and the Governing Body. Exclusion can range from one day to a set number of days.
- In extreme cases the exclusion may be permanent. The SLT, Head at Wrekin and the Chair of Governors are kept fully informed of cases of unacceptable behaviour and in any cases of exclusion.

For parents who wish to appeal, please see the Complaints Policy.

Bullying Type Behaviour

Bullying is behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally. It can include prejudice based and discriminatory bullying. Bullying type behaviour can be face to face or online.

We educate our children about bullying type behaviour, what it is and why it is harmful. We teach the children what to do if they or somebody they know is being bullied. We explore Anti - Bullying Week each year in school and have an Anti - Bullying Policy.

The school does not tolerate bullying type behaviour of any kind. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour.

All accounts of bullying will be logged on CPOMs.

If appropriate, safeguarding referrals will be made to the Safeguarding Team. Personalised support will be agreed with teaching teams, the Pastoral Lead and families of the perpetrator and the victim of bullying.

Bullying is considered a serious offence at all levels.

Conductive searches and confiscation

1. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

2. Under common law, school staff can search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason

for the search and how it will be conducted so that their agreement is informed. The ability for a pupil to give consent may be influenced by the child's age, any SEN and other factors, and these should be considered when carrying out a search, making reasonable adjustments where necessary (e.g. for a pupil with a disability).

3. If a pupil refuses, then the Head and staff authorised by the Head (members of SLT) have a statutory power to search pupils or their possessions without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

4. **Prohibited items (as included in the school rules) are:**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or to cause damage to property.

The Head and authorised staff can also search for any other item banned by the school rules, which has been identified in the rules as an item which may be searched for.

Parents'/carers' responsibilities to support the school as part of the Positive Relationships and Behaviour Policy

- Make your child aware of appropriate behaviour and why it is important for the Wrekin Prep community.
- Encourage your child to behave well and to follow the school rules and expectations.
- Encourage independence and self-discipline in your child.
- Ensure your child attends school regularly and punctually.
- Inform school promptly if your child is absent and provide the reason.
- Inform school promptly of any concerns or issues.
- Ensure your child wears the school uniform smartly and has the right equipment in school.

- Encourage your child to take care of property and surroundings.
- Help and encourage your child with any school tasks, activities or commitments.
- Be respectful and courteous whilst on school grounds, speaking to members of staff or on school social media and WhatsApp groups.
- Attend parents' meetings to discuss your child's progress
- Work with external agencies to support your child if required

Last review: October 2026

Date for next review: October 2027