



**Behaviour and Relationship Policy**  
**January 2026**



## WCPS Behaviour and Relationships Policy

This policy will be reviewed annually
Policy reviewed: January 2026 ADT
Next review: July 2026 ADT and ALMN

### Introduction

At Wimbledon Common Preparatory School (WCPS), we believe that **positive relationships are the foundation of a happy, safe and successful school**. By building strong, respectful relationships between pupils, staff and parents, we create a community in which everyone feels valued and supported and is able to thrive.

Governors and staff are committed to providing an environment where every pupil and adult feels safe, respected and confident to take full advantage of the opportunities each day offers. This policy has been written with reference to DfE's *Behaviour in Schools: Advice for Headteachers and School Staff* (February 2024), *Early Years Foundation Stage statutory framework* (September 2026), and *Restrictive interventions, including the use of reasonable force, in schools* (April 2026), and reflects the school's duties under the Equality Act 2010, safeguarding legislation and statutory guidance for pupils with SEND. In accordance with the law, under no circumstances does the school use corporal punishment (Section 131 of the Schools Standards and Framework Act, 1998).

At WCPS, behaviour and relationships are managed through a whole-school, H.E.A.R.T. values-led approach (see Appendix 1). Clear expectations, consistent routines and building strong partnerships with parents are prioritised to ensure that pupils feel safe, respected and supported. Pupils are guided to understand how to behave well and are confident that adults will help them resolve difficulties fairly and calmly. Behaviour management strategies promote self-regulation, responsibility and mutual respect, enabling pupils to flourish academically, socially and emotionally.

Staff prioritise building relationships with pupils and take account of individual needs, including SEND, when responding to behaviour. Systems for recording, monitoring and reviewing behaviour are used by leaders to identify patterns, provide targeted support and inform staff training.

This policy should be read alongside the Safeguarding Policy, Anti-Bullying Policy, Health and Safety Policy, SEND Policy, Exclusion, Removal and Review Policy, and Learning for Life (PSHE) Policy.

## **Every Child Matters**

At WCPS, we believe that **every child matters**. We are an inclusive community with families from a wide range of ethnic, cultural and social backgrounds.

We believe that confident and happy children become independent and effective learners. We recognise our responsibility to ensure that each child's first experience of school is positive and that pupils leave WCPS well prepared for the next stage of their education, with confidence and resilience.

We aim to foster excellent relationships across the whole school community through genuine care, trust and understanding. **Positive behaviour is everyone's responsibility** and is best achieved through partnership. Staff and parents work together to support pupils, with the Senior Leadership Team holding overall responsibility for ensuring that behaviour and relationships are consistently promoted, implemented and reviewed.

## **A Caring and Learning Environment**

The behaviour management approaches at WCPS are **firm, fair and consistent**, with a strong emphasis on encouragement, responsibility and positive choices. We are committed to:

- promoting and valuing positive behaviour;
- developing pupils' self-esteem, self-discipline and positive relationships;
- teaching pupils to understand, accept and respect differences;
- modelling appropriate and positive behaviour at all times;
- intervening early to prevent difficulties escalating;
- providing a safe environment free from bullying, violence and disruption;
- encouraging pupils to take responsibility for their actions;
- maintaining a calm, orderly and supportive climate for learning;
- promoting mutual respect for people, property and the school environment;
- working closely with parents and carers;
- supporting all pupils, including those with special educational needs and/or disabilities.

Close cooperation between home and school is essential. Parents are encouraged to engage with school life through daily communication, home-school diaries, email updates, and parent-teacher meetings. Open communication enables staff to understand pupils more fully and to respond sensitively to changes that may affect behaviour or wellbeing.

## **Encouraging Positive Behaviour and Celebration**

We believe that positive behaviour is intrinsically rewarding and should be recognised and celebrated. Praise and recognition are central to building confidence and positive relationships.

Recognition may include verbal praise, positive body language, feedback, certificates, stickers, stamps, newsletters and celebration assemblies. Rewards are designed to be achievable for all pupils and are never withdrawn once earned.

Additional strategies to promote a positive learning environment include:

- the Learning for Life (PSHEE) curriculum and Circle Time;
- a 'have a go' and 'can do' ethos that promotes a growth mindset;
- positive and constructive marking;
- sharing work with peers, staff and parents;
- achievement certificates presented in weekly Celebration Assemblies;
- the House System, which promotes teamwork, effort and the H.E.A.R.T. values.

## Contributing to School Life

Pupils are encouraged to contribute positively to school life through opportunities such as the School Council, playground initiatives, charity fundraising and community engagement projects. These experiences promote responsibility, empathy and a sense of belonging.

## Strategies and Sanctions

All staff are responsible for maintaining high standards of behaviour and for responding consistently and fairly. Clear expectations are communicated, and pupils are supported to regulate their behaviour using approaches such as the Zones of Regulation – see appendix 2 for further information.

Sanctions are used only when necessary and are always **proportionate**, age-appropriate and considerate of individual needs, including SEND. The purpose of sanctions is to help pupils reflect, learn and repair relationships.

All sanctions are recorded where appropriate.

## Responding to Challenging Behaviour

Staff respond to behaviour using an incremental approach that prioritises calm, respectful and restorative strategies. These may include non-verbal cues, positive language, reminders, choices and de-escalation techniques. Where behaviour persists or escalates, appropriate sanctions may be applied and parents informed. Serious concerns are managed in line with safeguarding procedures and, where appropriate, with support from the SENDCo and external agencies.

## Challenging Behaviour: Staged Responses and Sanctions

WCPS uses a **graduated, fair and restorative approach** to managing behaviour. Sanctions are applied only when necessary, are proportionate to the behaviour, and take account of a pupil's age, stage of development, SEND, and individual circumstances. The focus is always on learning from behaviour and repairing relationships.

Level	Examples of Behaviour	Typical Responses and Sanctions
<b>Level 1</b>	<ul style="list-style-type: none"><li>• Calling out repeatedly</li><li>• Low-level distraction (fidgeting, chatting, noise-making)</li><li>• Minor disruption to learning</li></ul>	<ul style="list-style-type: none"><li>• Tactical ignoring (where appropriate)</li><li>• Non-verbal cues and reminders</li><li>• Rule reminders and redirection</li><li>• Focused questioning</li><li>• Loss of a small part of playtime</li><li>• Consultation with SENDCo if patterns emerge</li></ul>
<b>Level 2</b>	<ul style="list-style-type: none"><li>• Repeated Level 1 behaviours</li><li>• Rudeness to peers or adults</li><li>• Refusal to follow reasonable instructions</li><li>• Refusal to engage with learning or homework</li><li>• Personal insults</li><li>• Physical contact such as pushing, hitting or kicking</li></ul>	<ul style="list-style-type: none"><li>• Time out within the classroom</li><li>• Loss of playtime</li><li>• Exclusion from an activity</li><li>• Behaviour chart or reflection task</li><li>• Letter or verbal apology</li><li>• Time out in another class</li><li>• Parents informed and reasons explained</li><li>• Consultation with SENDCo</li><li>• Incident logged in Behavioural Concerns Log</li></ul>

<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Repeated Level 2 behaviours</li> <li>• Fighting</li> <li>• Swearing or offensive language</li> <li>• Intentional biting, hitting or spitting</li> <li>• Deliberate damage to property</li> <li>• Confrontational or threatening behaviour</li> <li>• Stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Removal from activity or lesson</li> <li>• Loss or suspension of privileges</li> <li>• Visit to member of the SLT or Headteacher</li> <li>• Formal contact with parents</li> <li>• Behaviour contract</li> <li>• SENDCo consultation – ELSA support offered where appropriate</li> <li>• Incident recorded in Behaviour Concerns Log and reviewed</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Confirmed bullying behaviour</li> <li>• Repeated Level 3 behaviours</li> <li>• A serious one-off incident (e.g. significant physical violence)</li> <li>• Discriminatory or prejudicial behaviour (protected characteristics)</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate involvement of Headteacher</li> <li>• Parents contacted and meeting arranged</li> <li>• Written record and formal notification</li> <li>• Temporary suspension of school privileges or attendance (in extreme circumstances)</li> <li>• Permanent exclusion (as a last resort)</li> <li>• SENDCo involvement - ELSA support offered where appropriate</li> <li>• Incident recorded and safeguarding procedures followed</li> </ul>

## Using Reasonable Force and Restrictive Interventions

### Principles

- The term '**reasonable force**' covers the broad range of actions used by school staff that involve a degree of physical contact with pupils.
- **Force** may be used to **control** or **restrain** a pupil. This can range from guiding a pupil to safety by the arm, to more serious interventions such as breaking up a fight or preventing a pupil from causing harm.
- '**Reasonable**' means using **no more force than is necessary, for the shortest possible time**, and only where it is proportionate to the risk presented.
- Physical intervention is always a **last resort**. Staff must, wherever possible, use preventative and de-escalation strategies to minimise the need for restrictive interventions.
- School staff should always seek to avoid causing injury. However, in extreme circumstances, it may not always be possible to prevent injury.

### Control and Restraint

- **Control** may involve passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the arm away from a situation).
- **Restraint** involves holding a pupil physically to prevent movement and is used only in exceptional circumstances, such as when a pupil is at immediate risk of harming themselves or others and will not respond to other strategies.

### Seclusion

- **Seclusion** refers to confining a pupil alone in a space as a non-disciplinary measure to prevent harm.
- Seclusion must only be used where absolutely necessary to manage risk.
- Any space used must not feel threatening or intimidating, and the pupil must be **continuously supervised**.
- Seclusion is never used as a punishment.

### **Who Can Use Reasonable Force?**

- **All members of school staff** have a legal power to use reasonable force.
- This includes teachers, support staff, and others authorised by the Headteacher, such as volunteers or parents supervising pupils on school-organised activities.

### **When Can Reasonable Force Be Used?**

Reasonable force may be used to prevent a pupil from:

- hurting themselves or others;
- damaging property; or
- causing serious disorder.

In school, force may be used to control or restrain pupils. The decision to use physical intervention is a matter of **professional judgement**, based on the individual circumstances and the level of risk at that time.

Examples of situations where reasonable force **may** be used include:

- removing a pupil from the classroom where they have refused to follow an instruction and their behaviour poses a risk;
- preventing a pupil from leaving a classroom or area where doing so would place them at risk;
- preventing a pupil from disrupting a school event, trip or visit where there is a risk to safety;
- stopping a fight or preventing an assault on a pupil or member of staff;
- restraining a pupil who is at immediate risk of harming themselves.

It is **unlawful to use force as a punishment**.

### **Prevention and De-escalation**

- Staff are trained to recognise early signs of distress and to use de-escalation strategies such as calm communication, distraction, changes of environment, and offering choices.
- The school aims to develop practices that **proactively minimise the need for restrictive interventions**.

### **SEND and Equality Considerations**

- The school recognises its duties under equality legislation and the SEND Code of Practice.
- Staff must take account of a pupil's individual needs, including any **special educational needs or disabilities**, known triggers for behaviour, and any relevant risk assessments or support plans.
- Reasonable adjustments will be made where required.

### **Recording and Reporting Incidents (Statutory Requirements)**

The school will comply with statutory guidance to **record and report**:

- any **significant incident** in which a member of staff uses force on a pupil (where the incident goes beyond appropriate physical contact); and
- any **seclusion or non-force-related restraint** incident.

### **Recording**

For each incident involving the use of force, the school will record, as a minimum:

- the names of the pupil(s) and staff directly involved;
- any relevant needs or circumstances of the pupil, including whether the pupil has an identified SEND and their SEN status code;
- the time, date, location and approximate duration of the intervention;

- a brief account of the incident, including:
  - what led up to the incident;
  - identified or potential triggers (if known);
  - any preventative or de-escalation strategies used;
  - where relevant, the type of reasonable force used, the degree of force, and details of any physical injuries sustained;
- a brief explanation of why the use of force was assessed as necessary in that instance;
- details of any post-incident support provided, including medical treatment or support for other adverse impacts.

Records will be stored securely and reviewed by senior leaders.

### Reporting to Parents

- Parents will be informed **in writing** of any significant use of force or seclusion/non-force restraint **as soon as practicable**, and schools will endeavour to do this **no later than the same day**.
- The written report will include:
  - the time, date, location and approximate duration of the intervention;
  - a brief explanation of why the intervention was assessed as necessary;
  - a brief description of the type and degree of force used;
  - details of any physical injuries sustained, where applicable.

### Exceptions

- Where reporting to a parent would be likely to result in **serious harm to the pupil**, the incident will instead be reported to the pupil's **local authority**, in line with statutory guidance.

### Post-Incident Support and Review

- After any incident, appropriate support will be provided for:
  - the pupil(s) involved;
  - staff involved;
  - any witnesses.
- Incidents will be reviewed to support reflection, learning and debriefing.
- The school will analyse incident data to identify patterns, training needs, and any required policy or practice improvements.

### Training

- All relevant staff receive regular training in behaviour management, prevention and de-escalation, and the lawful use of reasonable force.

### Policy Links and Cross-References

This Behaviour and Relationships Policy should be read in conjunction with the following policies, which together support pupil wellbeing, safety and inclusion:

- **Anti-Bullying Policy** – sets out the school's definition of bullying, procedures for preventing and responding to bullying behaviour, and systems for supporting pupils and repairing relationships.
- **Safeguarding and Child Protection Policy** – outlines the school's statutory duties to safeguard and promote the welfare of pupils, including procedures for responding to concerns where behaviour may indicate harm or risk of harm.

Where behaviour incidents raise concerns relating to bullying, discrimination, or safeguarding, staff will follow the procedures set out in the relevant policy and ensure appropriate information sharing and escalation

## **H.E.A.R.T. School Values (Appendix I)**

### **H – Honesty**

We understand the importance of telling the truth.

### **E – Effort**

We follow instructions, persevere and always try our best.

### **A – Ambition**

We are motivated, independent and proud of our work.

### **R – Respect**

We show care and consideration for others and our environment.

### **T – Teamwork**

We work collaboratively and listen to one another.

## Zones of Regulation (Appendix 2)

At Wimbledon Common Preparatory School, we use the **Zones of Regulation** framework to help pupils **recognise, understand, and manage their emotions and behaviour**. This system supports our whole-school approach to positive behaviour, self-regulation, and emotional wellbeing.

### What are the Zones of Regulation?

The Zones of Regulation categorise feelings and states of alertness into **four colour-coded zones**, helping pupils to **identify their emotions and choose appropriate strategies** to manage them.

Zone	Colour	Description / Feelings	Behaviour & Strategies
<b>Blue Zone</b>	Blue	Low energy or sad feelings, e.g., tired, sick, bored, sad	Pupils may need rest, a calm activity, or support to regain focus. Staff help pupils recognise when they are in the Blue Zone and choose strategies to move toward the Green Zone.
<b>Green Zone</b>	Green	Calm, focused, ready to learn, happy	This is the <b>ideal learning zone</b> . Pupils are alert, paying attention, and able to manage their behaviour. Staff encourage and reinforce strategies that keep pupils in the Green Zone.
<b>Yellow Zone</b>	Yellow	Heightened alertness, frustration, anxiety, excitement	Pupils may start to lose control of behaviour or feel stressed. Staff help pupils recognise triggers and teach <b>self-regulation strategies</b> , such as deep breathing, taking a break, or asking for help.
<b>Red Zone</b>	Red	Extremely heightened emotions, anger, aggression, or out-of-control behaviour	Pupils are <b>unable to self-regulate</b> . Staff respond using <b>de-escalation strategies, safe space, or supported interventions</b> . Physical intervention is only used as a last resort, in line with statutory guidance.

### How We Use the Zones

- Pupils are **explicitly taught** the Zones in lessons, assemblies, and Learning for Life (PSHE) sessions.
- Staff use the Zones to **support emotional literacy**, helping pupils to identify their feelings and triggers.
- Pupils are encouraged to **use strategies** to return to the Green Zone independently or with staff support.
- The Zones framework links directly to our **positive behaviour approach**: pupils learn to **self-regulate** rather than rely solely on external sanctions.
- Zones are used across the **classroom, playground, and wider school environment**, promoting consistency and understanding for all pupils

### Examples of Strategies for Each Zone

- **Blue Zone:** Calm corner, reading, quiet reflection, mindfulness activities, movement break.
- **Green Zone:** Active engagement in learning, collaborative work, participating in class routines.
- **Yellow Zone:** Deep breathing, stretching, asking for a short break, talking to an adult, sensory tools.
- **Red Zone:** Breathing exercises, Staff support, safe space, guided reflection, restorative conversation after the pupil is calm.

### Links to Behaviour Policy

The Zones of Regulation support the WCPS Behaviour and Relationships Policy by:

- Helping pupils **recognise and manage emotions** before incidents escalate.
- Reducing the need for **restraint or restrictive interventions**.
- Supporting **SEND pupils** with tailored strategies.

Promoting **positive relationships**, as staff respond calmly and consistently to each Zone.