



Millbrook Primary School

Relational Inclusion Policy
2025-2026

Contents

1. Rationale
2. Purpose
3. Consistent Classroom Management
4. Consistent playground and lunchtime procedures
5. Repair
6. Pupils' behaviour outside school
7. Searching, screening, confiscation and physical intervention
8. Allegations against staff

APPENDIX ONE: Good to be Me Recognitions and Consequences outline

APPENDIX TWO: EYFS

APPENDIX THREE: Learning Behaviour Prompts

APPENDIX FOUR: Anti bullying Policy

APPENDIX FIVE: Recognitions

Rationale

This policy should be read alongside:

- The Child Protection and Safeguarding policy
- The Equal Opportunities Policy
- Anti-Bullying Policy
- Attendance Policy
- Positive Handling Policy
- The Exclusion Policy
- Acceptable Use Policy

Relational Inclusion is a vital element of school life, affecting teaching and learning as well as the wider school environment. The Millbrook Behaviour Policy will use the school values of **Respect, Resilience and Collaboration** and *Striving for Excellence* and *Caring for All* to establish:

- 1. The types of behaviour and attitudes that enable teaching and learning to go well.**
- 2. The habits and aspirations that will prepare our pupils for the rest of their lives.**

It is expected that everyone – children, staff, governors and parents – will work together to maintain a caring ethos throughout the school where negative behaviour is supported through interventions and consequences and where positive behaviour and attitudes are Recognised.

All individuals, adults and children alike, are required to lead by example by demonstrating the core competencies recommended in the EEF guidance self awareness, self-management, social awareness, relationship skills and responsible decision making to:

- **Demonstrate self-control, respect for others and a proactive attitude to learning and feedback,**
- **Interact positively and politely with each other in order to create a mutually supportive learning community.**

Clear routines, boundaries and praise help everyone at Millbrook feel a strong sense of belonging and drive the excellent relationships and behaviour at the School.

When pupils are not able to behave in a positive way they are supported through coaching, therapeutic interventions (support from the trust) and relational inclusion champions, the **Head teacher, SENCo, Pastoral Team and Forest School.**

Purpose

- To create a safe environment where all members feel they belong because they are valued and accepted through clear routines and consistent responses.
- To encourage all to understand and reflect on the consequences of their actions and behaviour. Pupils will be shown how their attendance and organisation impacts on their learning.
- To develop a positive self-image in all, alongside an understanding of their rights and responsibilities in respect of themselves, the school environment and the wider community.
- To provide planned and thoughtful opportunities in the curriculum where children can examine social and moral issues, explore value systems and establish their own reasoned views through the implementation Personal Development (PSHE) and Friday Reflections.
- To ensure the school embodies of the Guiding principles of relational inclusion from out Ambition Community Trust
- Our Relational Inclusion Policy is designed to foster a safe, supportive, and inclusive school environment that builds strong relationships, aligning with the EEF's five core social and emotional learning (SEL) competencies. These competencies are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, all of which are embedded through our whole-school relational approach.

Consistent Classroom management

Teachers will reinforce positive Behaviour for Learning through good relationships, clear expectations and Class Dojo Recognition house teams which are all linked to the school values of **Respect, Resilience and Collaboration** and school motto of ***Striving for Excellence*** and ***Caring for All***.

All classroom teachers are responsible for the behaviour in their classroom and it is their duty to make Millbrook Primary School a happy and safe place to learn. As Teaching staff it is always useful to keep in mind these thoughts:

Every class will have a set of class expectations drawn up by and signed by the children, displayed by the zones of regulations

Every class will have a Dojo character in which they will obtain points towards their house team. Each class teacher will devise a system where individuals are also Recognised for effort and demonstrating school values.

Teachers and Teaching Assistants **are not** expected to raise their voices to address negative behaviour in their classrooms and around school.

Teachers and Teaching Assistants **are** expected to find and use a range of positive interventions to make their classroom work for whichever group of children they are teaching. This may include stickers from the headteacher, certificates and Dojo points.

Every class from Y1 to Y6 will follow our school ethos based on our school values there is a set script to follow and immediate consequences for repeated behaviours or behaviours that are more extreme such as physical harm

Teachers are encouraged to act as 'coach' for pupils who find positive behaviour difficult. All children should be taught how to reflect on and improve their own behaviour by their class teacher or intervention leader using the zones curriculum.

Consistent playground and lunchtime procedures

- In the playground all children are expected to play responsibly – children will be shown how to play at lunchtime and by their teachers and play leaders.
- Failure to play responsibly may result in children being asked to stay with the member of staff on duty, teacher or midday supervisor for part of or the remainder of the break - **discuss**
- All pupils must stay still on the first bell/whistle and move quickly to their line on the second bell/whistle.
- Poor behaviour at playtime or lunchtime will be dealt with by the members of staff on duty. If further action is needed lunchtime then the nominated lunchtime supervisor (KB/NB) will fill in the behaviour log so that no teaching and learning time is wasted. This situation will then be followed up if necessary by a member of SLT.

Bullying: Bullying is never acceptable at Millbrook Primary and Nursery School. The procedure for dealing with bullying is reinforced with all pupils through assemblies, class teaching and through our annual Safety Week. For more details see the **Anti-Bullying Policy**.
– **Appendix Five for ease of reference**

Recognition and Praise

At Millbrook, we believe that people are motivated by doing well and fostering good relationships. As such, all adults are encouraged to consistently look for opportunities to praise pupils. This approach boosts self-esteem, builds positive behaviour momentum, and enhances engagement in learning. In particular:

- If a child consistently follows the school values throughout the week, they could be recognised for adhering to our values. We aim to Recognise those children who always demonstrate exemplary behaviour.
- Every week, one child per class will be chosen, in conjunction with the class teacher, to receive a Head Teacher's Award during the Monday morning assembly.
- Two children per class will be chosen by the class teacher each week for a special mention in the Friday assembly.
- Any member of staff can award a pupil a Dojo at any time if they demonstrate a good example of the school values or show effort.
- Classes can be awarded a **Privilege Card** for good behaviour.
- Class monitors receive stickers during the Special Mention Assembly on Friday afternoons.
- Teachers are encouraged to use positive praise, stickers from Headteacher, Dojos, proud dojo, and dojos to Recognise polite behaviour, hard-working attitudes, effort, or a growth mindset.
- Children should not be recognised for innate talent, as this may reinforce a fixed mindset.
- Teachers use a class-chosen recognised at the end of the week if the class earns 10 Privilege Cards (privilege time).
- Pictures of children we are proud of are displayed in the entrance hall. Two children from each class are chosen and updated every term.
- Pupils can also earn Dojos for the completion of homework.
- To build positive relationships teachers can have self-designed Recognitions systems

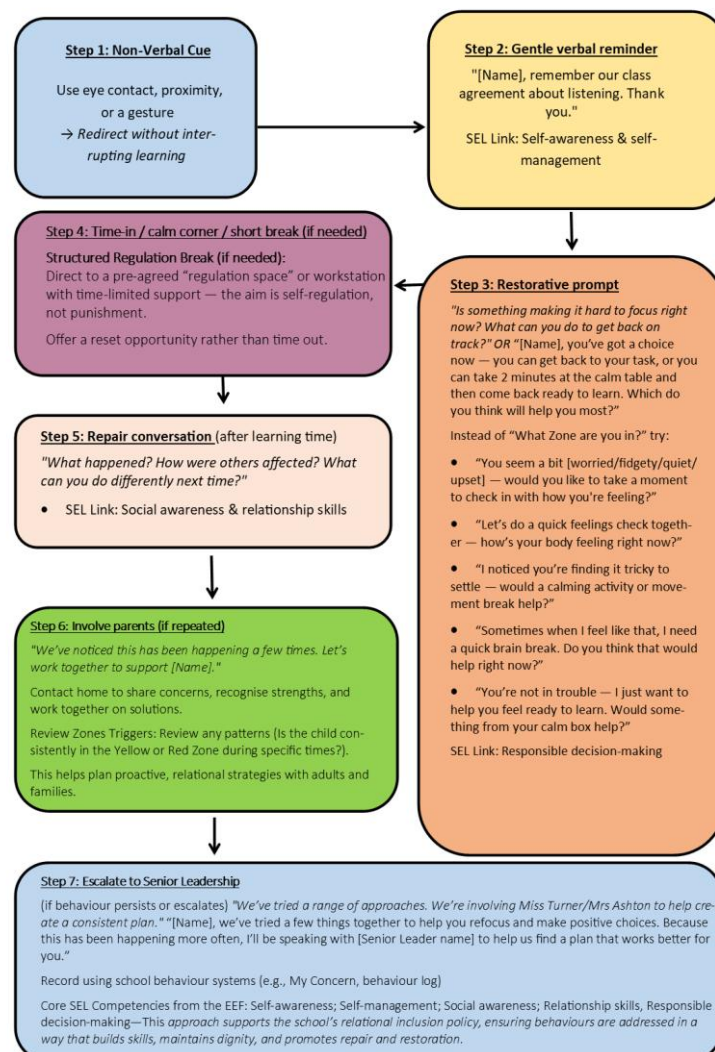
Rupture and Repair in Relational Inclusion:

In our school, we understand that relationships help everyone feel safe, happy, and part of the school community. Sometimes things go wrong—feelings get hurt or people don't agree—and that's called a rupture. When that happens, we work together to make things right again, which is called repair. Adults help children talk things through, listen to each other, and understand how to solve problems kindly. We use calming words, gentle actions, and clear routines to help everyone feel respected and valued. By learning how to fix small problems, we grow stronger together. Behaviour does have consequences therefore any consequences must be linked to the behaviour (see appendix 2)

Key Vocabulary:

- **Rupture** – when a relationship gets hurt or broken
- **Repair** – making things better again after a problem
- **Respect** – treating others kindly and fairly
- **Kindness** – using gentle words and actions
- **Community** – a group of people who belong together
- **Restorative** – helping people fix things after something goes wrong
- **Listen** – paying attention to what someone is saying
- **Reflect** – thinking about our actions and feelings
- **Support** – helping someone feel better or succeed

A script for adults in school:



Pupils' behaviour outside school

The Headteacher and Teachers have the power to discipline pupils for misbehaving outside the school premises. When the child is:

- Taking part in any school-organised event or activity, for example, representing the school in sports, on a school trip
- Travelling to and from school
- Wearing the school uniform

Or if the misbehaviour-

- Has repercussions for the running of the school
- Poses a threat to another pupil or member of the public
- Could affect the reputation of the school
- The behaviour demonstrates extreme views

Searching, screening, confiscation and physical intervention

- Staff can confiscate, retain or dispose of any unauthorised pupil's property/banned items in school, such as mobile phones, toys, cameras, tablets and return them to the child/parent at the end of the school day.
- Use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property. Members of SLT and teaching and non teaching staff have up to date training in team teach strategies to support positive behaviour handling
- The Head teacher and authorised staff can search without consent for prohibited items such as, knives and weapons, alcohol, illegal drugs, stolen items, cigarettes, fireworks, any items with inappropriate images or content.
- If any such items are found they will be confiscated and stored safely and disposed of appropriately. Parents will be informed immediately and consequences will reflect the offence (dependent on the reason for the items being in school) Social services and/or the police will be contacted if deemed necessary.

Allegations against staff

Allegations against staff will be taken seriously and investigated fully by the head teacher. If the allegation turns out to be malicious, the consequence will be proportional to the nature of the allegation. Parents will be informed throughout the investigation. The complaints policy will be strictly adhered to. **(See more detail in CP/Safeguarding Policy)**

APPENDIX ONE: MILLBROOK PRIMARY SCHOOL ROUTINES

Lining up and start of the day

- All children line up at 8.45am (register order if possible)
- Pupils will walk quietly and in single file to the hall or their cloakroom at 8.45am. All members of staff have a duty to ensure children come into school quietly and in single file.

RAMP	Year 1	Year 2
	Year 4	Year 5
	Year 3	Year 6

- Any pupils not in the line by 8.45am need to go to the office to be signed in late by their parent/carers
- Parents to stand away from hall doors at 8.45am. *(If parents have an urgent request to speak to a teacher this must be done before 8.50am by phoning/visiting school/sending a message or an appointment can be made through the office after 8.45am for the end of the day)*
- 8.50-8.55am register taken and pupils all have a holding activity to complete.
- Teachers and pupils are expected to greet each other by name (Good Morning x)

Why? Pupils are safely moved into school, are shown that they belong, and are calm and ready to learn.

Lining up for assembly and playtime

- Pupils work together to tidy their equipment
- Pupils line up quietly when told.

Why? Pupils are safe and arrive on time.

Moving around school

- Teachers avoid interrupting other teachers when teaching...can it wait until dinnertime?
- Pupils silent when walking through other classrooms
- Pupils and staff quiet when walking through corridors
- Pupils and teachers hold doors open and thank each other.

Why? Pupils are safe and are caring for others who are learning.

During a lesson

- Every class will have a set of class rules or expectations drawn up by and signed by the children (show me 5 – see appendix 3)
- Lots of praise and headteacher stickers given for good behaviour and effort (not innate ability) Dojos can also be given in books
- Clear explanations/visual displays and understanding checked so children are never left unclear about what is expected.
- Non-verbal reminders instead of raised voices
- Give me 5 used in KS2. Magnet Eyes/RWI in EYFS and KS1
- Handwriting postures reinforced in all lessons – BBC, TNT, Sitting up straight with six feet on ground.
- Learning pouch in the right place (clarified by teacher)
- Clear rules about bathroom (KS1 teachers discretion/ KS2 break times as norm)
- TA deployed from the **very start** of every lesson

Going to and coming back from interventions

- Pupils know at the beginning of each day which interventions they are going to i.e. visual timetables are in place.
- Intervention leader collects specific pupils without disturbing the rest of the class.
- When returning to class, pupils are clear about the activity they are now moving onto. This needs to be set by the teachers in class or in agreement with the intervention leader.

Why? No teaching or learning time is wasted.

Why? Pupils are safe and calm

Lunchtime -

- All children to be quietly lined up and ready for arrival of lunchtime supervisor at 12midday or 12.15 (KS2).
- All pupils are expected to behave well during dinnertime and apply the same respect to lunchtime supervisors as they do Teaching staff.
- **Dinner Monitors (pupils)** are responsible for ensuring all children behave well at their table, use their cutlery correctly and encourage everyone to make friendly conversation with others at their table.
- **Lunchtime Supervisors** are expected to explain behaviour expectations to pupils in a calm way – it is never acceptable for a lunchtime supervisor to shout at a child.
- **Lunchtime supervisors** are expected to look out for examples of good behaviour outside and praise the relevant pupils.
- **Lunchtime Supervisors** are expected to bring pupils in quietly and if pupils do not line up quietly and walk into school in a calm way then the Teacher will be informed.
- If there has been any poor behaviour at dinnertime – this will be dealt with at the time by the relevant Lunchtime Supervisor – and if further support is needed then the matter should be referred to Kerry Barrow. This is to ensure that no teaching and learning time is wasted by the teachers trying to resolve issues that have occurred outside.
- Mrs Bulmer will ensure that the whistle is blown for tidying up and then to line up

End of the day

- 3.10pm: pupils line up when told, quietly.
- 3.10-3.15pm: pupils taken to cloakroom by Teacher or Teaching Assistant.
- 3.15pm: Cloakroom is left tidy; doors locked; all pupils have either left the building, are at a club or being taken to the Harmony Zone as parents/carers are late.

Why? Pupils are safe and we are showing respect to waiting parents.

End of Clubs or Tuition

- 3.15pm Register taken and office informed of any missing children
- 4.10pm: pupils line up when told, quietly
- 4.10-4.15pm: pupils taken to cloakroom by Teacher Teaching Assistant or Club Supervisor
- 4.15pm: Classroom is left tidy; all pupils distributed at main entrance to carer or to walk home if have permission.

Why? Pupils are safe and we are showing respect to waiting parents.

Appendix 2:

Dysregulated Behaviours and Logical Consequences

When managing children who are dysregulating, it is crucial to respond with a calm, structured approach that aligns with both their individual behaviour plans and the principles of the Zones of Regulation. The Zones of Regulation framework helps children recognise and manage their emotions by categorising feelings and states of alertness into four colour-coded zones: Blue (low energy, sadness), Green (calm, focused), Yellow (heightened emotions, anxiety), and Red (extreme emotions, anger). When a child is dysregulating, they may be in the Yellow or Red zones, requiring immediate support to help them regain control. In the first instance, the class teacher should attempt to manage the child using strategies outlined in their individual behaviour plan, such as offering a break, providing a sensory tool, or moving to a designated safe space. If the child becomes unsafe and cannot be moved, the rest of the class should be removed from the situation. Senior Leadership Team (SLT) members will support the other students, unless the classteacher too, becomes overwhelmed. Consistent use of these personalised strategies, combined with clear communication, where they are calm and ready to learn. Following the incident, it is essential to debrief with the child, helping them reflect on their experience and reinforcing the use of self-regulation techniques in the future. The timing of this may differ depending on how long it takes to ensure that the child is fully regulated.

Logical Consequences Chart

Behaviour	Logical Consequences	Support/Follow-Up Needed
Talking over others	Quiet, private conversation + support to write a respectful class rule reminder	Gentle reminder of class expectations; revisit listening skills in a PSHE circle; behaviour log
Name-calling	Guided reflection + create a kind message or gesture for the peer	Monitor relationships; possible class circle time on kindness; alert pastoral lead if repeated; behaviour log
Refusing to work	Complete the task with scaffolding during a calm catch-up time	Check for barriers to learning; re-engage with adult support or small steps; behaviour log

Behaviour	Logical Consequences	Support/Follow-Up Needed
Disrespect to staff	Private restorative conversation + respectful check-in or class job to rebuild trust	Adult consistency; SLT/pastoral informed if repeated; relationship-building check-ins; behaviour log
Pushing / unsafe play	Apologise, sit out to observe safe play, then rejoin with adult support	Re-teach playground safety; may need social stories or modelling; if repeated add to behaviour log
Messing with classroom property	Help tidy or restore what was disturbed; clean-up task linked to impact	Encourage respect for shared spaces; low-key reminder or visuals for expectations
Excluding a peer	Reflect on impact + come up with an inclusive play idea for next time	Support inclusion in future games; consider using buddy systems or play plans; inform parents if necessary; behaviour log
Fighting / Physical aggression	- Separation & regulation time - Restorative conversation with adult - Repair to the person harmed (letter, talk, action) - Temporary removal from group activity for reflection - Re-teaching safe conflict strategies	- Parent/carers contact - Safety plan or behaviour support - Possible support reset with reflection tasks - RIC/therapeutic offer
Bullying (verbal, physical, online)	- Individual restorative session(s) - Supported conversation with those affected - Kindness or inclusion project - Ongoing check-ins - Reflection journal over time	- DSL/SLT involvement - Behaviour and safeguarding review - Communication with parents of all involved - RIC/Therapeutic needs
Swearing at staff	- Calm-down time - Reflective conversation privately - Write or speak a respectful repair message - Time away from class until ready to rejoin respectfully	- SLT involvement - Parent contact - Behaviour plan update - RIC/therapeutic offer
Vandalism / property damage	- Help clean or repair if safe - Write a note of responsibility - Suggest ways to fund or balance the damage (e.g. jobs around school)	- Report incident formally - Risk assessment if serious - Meet with parent/carers - behaviour log & plan

Behaviour	Logical Consequences	Support/Follow-Up Needed
		- RIC/therapeutic offer
Theft / taking others' things	- Return item with honesty - Apology or explanation (verbal/written) - Rebuild trust with class/school roles	- Monitor for patterns - Family contact - Consider wellbeing needs - RIC/therapeutic offer
Persistent defiance / refusal	- Calm regulation break - Restorative check-in later - Alternative space to complete task - Fix-it plan created with adult	- Escalation if pattern develops - Review of unmet needs/adjustments - RIC/therapeutic offer
Prejudice-based incident (e.g. racism, homophobia, myshogony)	- Restorative dialogue if appropriate - Education piece: reflective task, story, video, discussion - Public or private apology, depending on context - Join an inclusion campaign or task	- Report formally (e.g. racial incident log) - Parent contact - Curriculum or pastoral follow-up - RIC/therapeutic offer - Behaviour log & plan if necessary



APPENDIX THREE: LEARNING BEHAVIOUR PROMPTS

Learning Behaviour



Give Me 5

Your eyes are watching.

Your ears are listening.

You are sat smartly.

You are quiet.

You are ready to learn.

Are you attentive? Do you have an interest in schoolwork?
Do you have everything you need to learn?
Are you being an effective communicator?
Can you work efficiently in a group?
Do you seek help where necessary

LÔÔK



Quiet Room



Appendix 4



Millbrook Primary School and Nursery
Incident Report Form

Account of my behaviour

Name..... Class.....

Date.....

Where did this happen?.....

What did you do?

.....

.....

.....

.....

.....

Why did you do this?

.....

.....

.....

.....

What are you going to do about this?

.....

.....

.....

.....

Signed..... (Child)

..... (Teacher)

..... (Parent)

