



MILLBROOK PRIMARY SCHOOL

RELATIONAL INCLUSION POLICY

2026-2027

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Related Documents

This policy should be read alongside:

- Relational Inclusion Procedures and Appendices
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- Restrictive Intervention Policy
- Exclusion Policy
- Equal Opportunities Policy
- Acceptable Use Policy

1. Rationale

Relational Inclusion is a vital element of school life, influencing teaching and learning as well as the wider school community. This policy is underpinned by our core values of Respect, Resilience and Collaboration, together with our school motto of Striving for Excellence and Caring for All.

These values help establish:

- The behaviours and attitudes that support successful teaching and learning.
- The habits, aspirations and personal qualities that will prepare pupils for the next stage of their education and for later life.

It is expected that pupils, staff, governors and parents work together to maintain a caring and inclusive culture. Where behaviour falls short of expectations, pupils will be supported through restorative and relational approaches, alongside proportionate and logical consequences. Positive behaviours and attitudes will be recognised and celebrated.

All members of the school community are expected to model the five social and emotional learning competencies identified by the Education Endowment Foundation:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

These competencies help individuals:

- Demonstrate self-control, respect for others and a positive attitude towards learning and feedback.
- Interact positively and respectfully to create a supportive learning community.

Millbrook Primary School adopts the Ambition Community Trust Guiding Principles of Relational Inclusion:

1. We believe that if a child could do better, then they would.

We recognise that children generally want to succeed. Where behaviour falls below expectations, adults will seek to understand barriers, unmet needs and underlying difficulties before determining the most appropriate support.

2. Relationships, Relationships, Relationships.

Positive relationships are at the heart of effective teaching, learning, wellbeing and inclusion. Strong relationships between pupils, staff and families provide the foundation for success.

3. We accept all emotions but not all behaviours.

All emotions are valid and will be acknowledged respectfully. However, pupils must learn that some behaviours are unsafe, inappropriate or harmful and require support and guidance to change.

4. We identify and address the cause, not the symptoms.

Behaviour is recognised as a form of communication. Staff seek to understand the underlying causes of behaviour and provide support that promotes long-term positive outcomes.

5. We foster a culture of compassion and repair.

Through restorative and relational approaches, pupils are supported to understand impact, repair harm and rebuild positive relationships.

Clear routines, boundaries and positive relationships help every member of the Millbrook community feel a strong sense of belonging.

Millbrook Primary School recognises that behaviour is a form of communication. Some pupils, particularly those with Special Educational Needs and Disabilities (SEND), may require reasonable adjustments to routines, expectations and support strategies. The school will fulfil its duties under the Equality Act 2010 and ensure that behaviour support remains equitable, supportive and responsive to individual needs.

2. Purpose

The purpose of this policy is:

- 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.
- To develop a positive self-image in all pupils 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 pupils can examine social and moral issues, explore value systems and establish their own reasoned views through Personal Development, PSHE and reflective learning opportunities.
- To ensure the school embodies the guiding principles of Relational Inclusion as outlined by Ambition Community Trust.
- To foster a safe, supportive and inclusive school environment that builds strong relationships and develops the Education Endowment Foundation's five social and emotional learning competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

3. Consistent Classroom Management

Teachers reinforce positive Behaviour for Learning through strong relationships, clear expectations and recognition systems linked to the school's values of Respect, Resilience and Collaboration and our motto of Striving for Excellence and Caring for All.

All classroom teachers are responsible for maintaining a calm, safe and purposeful learning environment in which every child can thrive.

Every class will have a set of agreed expectations developed with pupils and displayed appropriately.

Each class teacher will implement systems which recognise effort, positive choices and demonstration of school values.

Staff are expected to communicate calmly, consistently and respectfully. Raised voices should only be used when necessary to ensure immediate safety.

Teachers and Teaching Assistants are expected to use a range of positive interventions and support strategies to promote engagement, self-regulation and success.

Teachers are encouraged to act as coaches for pupils who find positive behaviour challenging. Pupils should be taught how to reflect upon and improve their own behaviour through restorative discussion, self-regulation strategies and the Zones of Regulation curriculum.

4. Consistent Playground and Lunchtime Procedures

- All pupils are expected to play responsibly and safely.
- Pupils will be taught playground expectations through class teaching, assemblies and play leader support.
- Failure to play responsibly may result in a pupil being temporarily supported by a member of staff to reflect on safer choices before rejoining play.
- All pupils must stop on the first whistle or bell and move promptly to their line on the second signal.
- Behaviour incidents arising during break or lunchtime will be addressed by staff on duty and recorded where appropriate.

Bullying

Bullying is never acceptable at Millbrook Primary School.

The procedure for dealing with bullying is reinforced through assemblies, class teaching and wider safeguarding education.

Please refer to the school's separate Anti-Bullying Policy.

5. Recognition and Praise

At Millbrook Primary School we believe that positive relationships, recognition and encouragement motivate pupils to succeed.

We aim to recognise those children who consistently demonstrate exemplary behaviour and uphold our school values.

Examples of recognition include:

- Headteacher Awards.
- Special Mention awards.
- Dojo points.
- Headteacher stickers.
- Celebration assemblies.
- Class rewards and privileges.
- Recognition displays.
- Positive communication with parents and carers.

Teachers are encouraged to use praise, Headteacher stickers, Dojo points and other appropriate rewards to recognise polite behaviour, effort, resilience and a growth mindset.

Children should be recognised for effort, perseverance, positive choices and personal growth.

To build positive relationships, teachers may implement their own class-based recognition systems.

6. Rupture and Repair

At Millbrook Primary School we recognise that relationships are central to learning, wellbeing and inclusion. Occasionally, relationships may experience a rupture through conflict, misunderstanding or inappropriate behaviour.

Through restorative conversations and relational approaches, pupils are supported to understand the impact of their actions, repair harm where possible, and rebuild positive relationships.

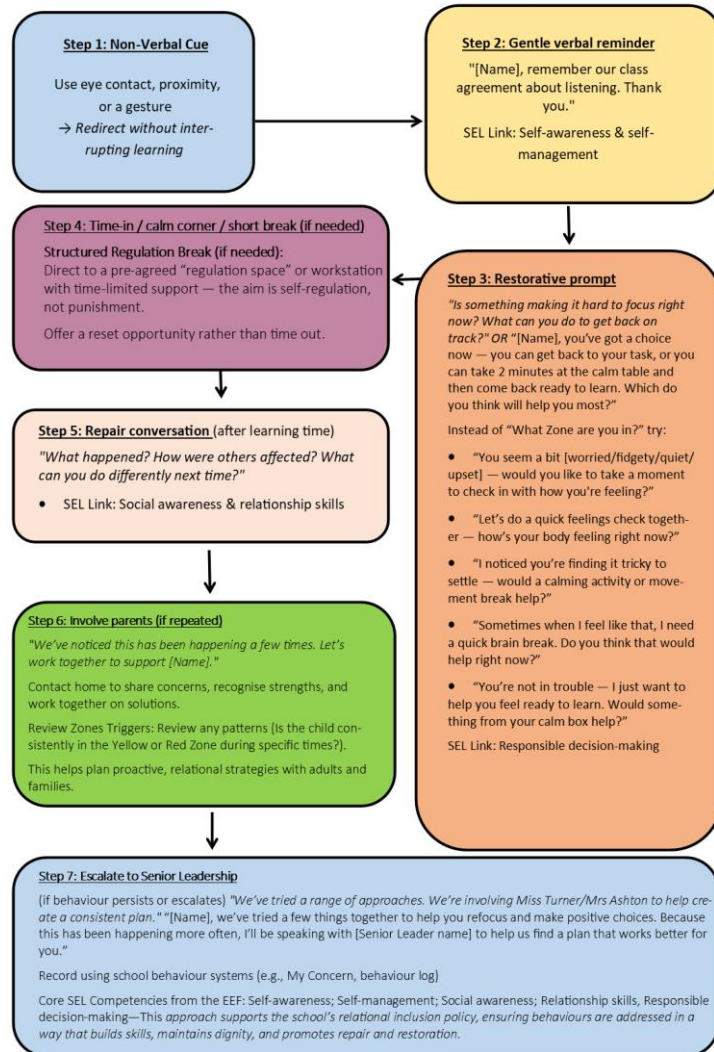
While behaviour is recognised as a form of communication, pupils remain responsible for their actions. Any consequence will be proportionate, restorative where appropriate, and logically linked to the behaviour displayed.

We encourage pupils to:

- Reflect on their actions.
- Understand the impact of behaviour on others.
- Take responsibility.
- Repair harm where appropriate.

- Rebuild positive relationships.

Detailed procedures can be found in the Relational Inclusion Procedures and Appendices Document.



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

7. Pupils' Behaviour Outside School

The Headteacher and authorised staff may respond to behaviour outside school where there is a clear connection to school.

This includes behaviour:

- Whilst attending school activities.
- Whilst travelling to or from school.
- Whilst wearing school uniform.
- Which adversely affects the reputation of the school.
- Which poses a threat to another pupil or member of the public.
- Which negatively affects the orderly running of the school.

The school may also respond to inappropriate online behaviour where it impacts on the welfare of pupils or staff, the reputation of the school, or the orderly running of the school.

8. Searching, Screening, Confiscation and Physical Intervention

School staff may confiscate prohibited or unauthorised items where appropriate. Searches, screening and confiscation procedures will be carried out in accordance with current Department for Education guidance.

Staff may:

- Confiscate unauthorised or prohibited items.
- Use reasonable force when necessary to prevent injury, serious disruption or damage to property.
- Search for prohibited items where authorised by law and in accordance with statutory guidance.

Where prohibited items are found, they will be confiscated, stored securely and disposed of appropriately. Parents or carers will be informed where necessary. External agencies, including the police or social care services, may be contacted where appropriate.

Please refer to the restrictive intervention policy

9. Allegations Against Staff

Any allegation made against a member of staff will be treated seriously and investigated in accordance with statutory safeguarding procedures and the school's safeguarding policy.

Where an allegation is found to be malicious, any response will be proportionate to the circumstances involved.

Parents and carers will be kept informed throughout the process where appropriate.

Further information can be found in the Child Protection and Safeguarding Policy.

Closing Statement

Millbrook Primary School is committed to maintaining an inclusive culture where every child feels safe, respected, valued and able to succeed.

Through strong relationships, high expectations, restorative practice and consistent routines, we support pupils to develop the knowledge, skills and character needed to thrive both within school and beyond.

This policy will be reviewed annually by the Headteacher and Governing Body to ensure it continues to reflect current legislation, guidance and the needs of the school community.