



Millbrook Primary School

Relational Inclusion Policy Appendices 2026-2027

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/carer
- 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 dojo 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

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.
- **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

Behaviour	Logical Consequences	Support/Follow-Up Needed
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/carer - behaviour log & plan - 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, misogyny)	- 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

