

# Welcome



# Inclusion at Benhurst

# What is inclusion?

Inclusion means every child belongs



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Inclusion means every child belongs

Children all learn in different ways and different paces

Support is for all children – not just those with identified needs.

We focus on strengths as well as challenges



# Inclusion at Benhurst



Positive relationships  
From meet and greet to the end  
of the day with every adult they  
meet.



Flexible teaching and classroom  
support



Emotional and wellbeing support  
& Sessions in class



# Inclusion at Benhurst



SEND reviews and drops in's  
with the Sendco for parents  
Help with the EHCP  
application process.  
IEP'S & OPP

Small adjustments to help children succeed:

- Fidgets
- Movement breaks
- Calming time
- Sticker charts
- Choosing time
- Specific timetables
- Headphones



Working closely with  
families



# Why does emotional wellbeing matter?

Children learn best when they feel safe and understood.



Emotions affect behaviour and learning



We teach children how to manage and recognise their emotions through:



What Zone Are You In?

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

Adults support children before problems escalate



# What is zones of regulation?

A framework to help children understand emotions

Teaches children to:

Recognise feelings

Name emotions

Use strategies to calm or refocus

All emotions are normal – no zone is “bad”

What Zone Are You In?			
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# The four zones

Support children to return to the Green Zone with a tool kit.

Ideas: drinking water

Cuddle a toy

Colour a picture etc

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control



# Each class has a regulation zone...



Clear rules on how and when to use.

Back to work when regulated.



# How Parents Can Use Zones at Home

Use the same language as school

Talk about emotions openly

Help children identify strategies that work for them

Focus on support rather than punishment

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control



# Building a sense of belonging







Children feel listened to and heard by all members of the team

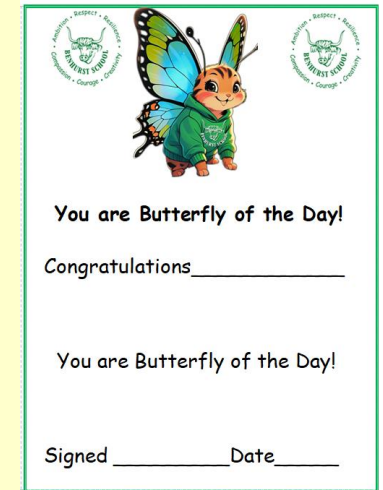
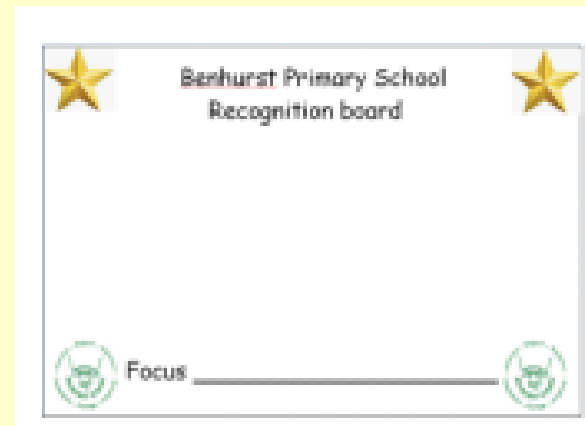


Differences are accepted and celebrated



# Building a sense of belonging

Step	Problem behaviour	Example language/ strategies
1  Warning	Not following one of the golden rules or core values	I'm really impressed with the concentration red table are showing, they have all their books out and are working hard. It is my expectation that all tables do the same.
2  Reminder	Not following one of the golden rules or core values after a reminder	30 second intervention (In private) 1) I noticed you are... (having trouble getting started, wandering around etc) 2) By doing this you are... (disturbing others, distracting, interrupting etc) 3) Recall a positive moment: Do you remember when you completed that excellent work? 4) That us the person I know and that is what I need to see now.
3  Reflection in class	Not following one of the golden rules or core values after a reminder and a warning	Class teacher You have made the wrong behaviour choice today, therefore there will be a consequence. Because you have ... This is not the behaviour we expect at Benhurst. What could you do differently next time? Consequence 2 minute loss of break or lunch to finish the work that has not been completed.
4  Reflection with SLT	One off extreme behaviour incident	Senior Leader/ Phase Leader You have made the wrong behaviour choice today, therefore there will be a consequence. Because you have ... This is not the behaviour we expect at Benhurst. What could you do differently next time? Consequence loss of break or lunch to finish the work that has not been completed. Reflection sheet completed and filed in the Inclusion Office.



Clear routines and expectations & positive behaviour support

# Children know who to go to for help...

Class teacher &  
LSA's



Ms Kenny

Pastoral Support  
Officer

Ms Kent  
AHT Inclusion  
and pastoral care



Mrs Pervez

SENDco

Designated Safeguarding Leads

Ms A Larkman  
Mrs M Alam  
Mrs K Garratty  
Miss A Kent  
Mrs A Khan  
Ms Pervez  
01708 450807

[office@benhurst.havering.sch.uk](mailto:office@benhurst.havering.sch.uk)



# Who can you go to for help?

**FIRST**

Class teacher

**NEXT**

Phase Leads

Office - request a meeting

Ms Kent  
AHT Inclusion  
and pastoral care

Mrs Pervez  
SENDco

No concern is too small

Early  
conversations  
help children  
succeed



# Recognising When a Child Might Need Support

Changes in behaviour or mood

Anxiety or emotional outbursts

Difficulties with friendships

Struggling to regulate emotions

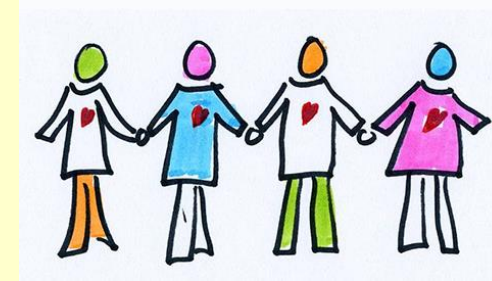
Changes at home affecting school



# Key Messages

Early communication is key

Every child belongs



Support looks different for different children

Home and school working together makes a difference



