Love God. Love your neighbour as yourself:
Be the Good Samaritan. Luke 10. 25-37

Wednesday 11th February
Student Council
Inclusion and Behaviour

PART 1 – Reconnecting to the Collective Worship (10 minutes)

- **"What do you remember from the worship?"**

Show pics of famous people and different brains to prompt. Summarise the following:

- Autism Spectrum

  Autism means that some people experience the world in their own unique way. They may think, learn, and communicate differently from others. Some autistic people find social situations tricky, like understanding feelings or conversations, while others may enjoy routines or have strong interests. Everyone with autism is different, and that's why it's called a *spectrum*.

- ADHD (Attention Difference)

  ADHD means that someone's attention works in a different way. Instead of having less attention, they often have *lots* of attention for things they find interesting. They might have lots of energy, act quickly, or feel emotions very strongly. They may need movement, excitement, or variety to help them learn and feel calm.

- Dyslexia

  Dyslexia means that reading and spelling can be harder because the brain processes words and letters differently. People with dyslexia are often very creative, good problem-solvers, or strong thinkers, but they may need extra support or different strategies to help with reading and writing.

If children do not remember the people and their needs summarise the information below:

Autism-James Mclean

- Loud noises can feel painful
- Changes can feel scary
- Thinking can be very deep and detailed

ADHD-Emma Watson-Will Smith

- Brains move fast
- Sitting still can be hard
- Focus works best with interest and movement

Dyslexia-Tom Cruise

- Reading and spelling can be tricky
- Thinking is often visual and creative
- Great problem-solvers and storytellers

PART 2 – Stress, Behaviour & Compassion (5minutes)

Ask:

- "What happens in your body when you feel stressed?"
- "Is it easier or harder to learn when you're stressed?"

Explain:

> "Our bodies make a stress hormone called **cortisol**. A little helps us. Too much makes thinking and learning harder.

Important Clarification

Children often hear **"cortisone"**, but the hormone involved in stress and learning is **cortisol**.

What Is Cortisol?

- Cortisol is the body's **stress hormone**
- It helps us respond to danger
- Short bursts = helpful
- Constant stress = harmful

What Raises Cortisol in School?

- Fear of being told off
- Sensory overload (noise, lights, crowds)
- Feeling misunderstood
- Time pressure
- Repeated failure

- Masking (pretending to be “normal”)

What Cortisol Does to the Brain

High cortisol:

- Shuts down memory
- Reduces concentration
- Affects emotional regulation
- Makes behaviour look “challenging”

This is why some students:

- Melt down
- Shut down
- Appear defiant
- Seem “lazy” or “unmotivated”

State:

> “You can’t punish a nervous system into calm.”
> Inclusion **reduces cortisol**
> Safety **improves learning**

State:
We know that stress affects how people behave. When people feel unsafe, rushed, or misunderstood, their bodies go into survival mode. When someone looks like they’re ‘misbehaving’, they might actually be overwhelmed.”

Part 3: Walk Through School With Different Brains (10 minutes)

Group task (Pairs or threes)

Each group chooses a context below:

- Soft start
- Learning in class
- Transitions (lining up, moving around school)
- Using the calm corner in class
- Hall-Collective worship
- Hall-Music lesson
- Hall-PE lesson
- Playtime/Lunchtime
- Trip

Use record sheet to record answers to question 3:

1. Which brains might struggle in each context?
2. Why might stress increase?
3. What small change could help?

Examples children may suggest:

- Quiet spaces
- Clear routines
- Movement breaks
- Visual instructions
- Calm voices
- Time to think

PART 4 – Reflection and further escalation (10 mins)
Show a blank class behaviour system sheet. Why do we have these in class? Summarise the following: The low-level sanction sheet is part of a progressive behaviour system. It is used to help children notice, reflect, and improve their behaviour early, before things escalate.State:

- It is private — only the teacher, TA and the pastoral team see it
- It is not about punishment, it's about intervention
- It allows adults to spot patterns and offer help early

The sheet is used step by step. If behaviour improves, it stops there. Only if behaviour continues would the next stage be used. This system is designed to be fair, calm, and respectful, so children can learn without feeling embarrassed or singled out.

Some reflection sheets:

- ask us to write
- ask us to draw
- or use both writing and pictures

Discussion questions

- Why might drawing help some children more than writing?
- How do we decide which type of reflection is best?

What does further escalation mean?

Sometimes behaviour doesn't improve straight away. When that happens:

- behaviour may move to the next stage
- further reflection might be needed
- extra adult support may be added

Discussion questions

- If we could change reflection sheets or further escalation, what might they/that look like?
- Should children always have the same sheet, or different choices?
- How could reflection feel more helpful?

Explain:

> "Reflection/further escalation isn't about being told off. It's about noticing, thinking, and choosing to act differently."

Follow up (in classes) post session:
https://www.worcestershire.gov.uk/sites/default/files/2023-01/famous_people_send_activity.pdf