

This summary is part of a suite of scenario-based training resources designed to support reflection and group discussion related to aspects of inclusive teaching.



This summary is linked to the “Malik and Ryan” scenario.

Three ideas from evidence

A predictable environment helps pupils focus on learning

Our guidance on [improving behaviour and supporting pupils with SEND in mainstream settings](#) highlights the importance of clear routines, predictable responses, and consistent expectations. Consistency can reduce uncertainty and help pupils focus on learning.

1

What this can look like:

- Use the same routines and language in each lesson.
- Follow through on expectations and consequences consistently.
- Warn pupils before changes to seating, routines or activities.

Pupils are more likely to thrive when they feel valued

The second recommendation of our guidance on improving behaviour emphasises the importance of knowing and understanding pupils and their influences. Positive relationships, high expectations and a sense of belonging can support engagement, participation and behaviour.

2

What this can look like:

- Use whole-class response routines such as finger voting so everyone participates.
- Plan tasks so pupils experience early success before moving to more challenging work.
- Respond to mistakes as opportunities to learn, not something to hide.

Explaining why rules are in place can increase pupil buy-in

Helping pupils understand why routines matter can increase participation and reduce confusion. Our guidance on [improving behaviour and improving social and emotional learning in primary schools](#) recommends explicitly teaching learning behaviours.

3

What this can look like:

- Explain how routines support learning, e.g. “Silence during instructions helps everyone hear.”
- Model what the routine should look and sound like.
- Revisit and reteach routines when needed, rather than assuming pupils remember them.

Evidence Base

These ideas draw on:

- [SEND in Mainstream Schools Guidance Report](#)
- [Improving Behaviour in Schools Guidance Report](#)
- [Improving Social and Emotional Learning in Primary Schools](#)



Resources

- [Teacher feedback to improve pupil learning: Check. Adapt](#)



Blogs

- [Routine reset or routine re-teach?](#)
- [Managing behaviour – the challenge of consistency](#)

