

Gallwch ychwanegu'ch targedau o'ch aseiniad diwethaf (Ond yn berthnasol os yr ydych wedi cwblhau aseiniad) / Please add your targets from the previous assignment (Only relevant if you have completed an assignment)

	Targed/target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn What I have done in this assignment...
Targed/Target 1	Ensure you use literature effectively to develop a critical stance and present different viewpoints	I have researched various points of view on the issues explored in this report in order to present a balanced argument.
Targed/Target 2	Try to fully explore relevant issues to avoid arguments being under-developed	I have attempted to delve deeper into each point I am making.
Targed/Target 3		

How a school develops one aspect of its SDP: a report that critically reflects on the actions, impact and evidence base.

Word count: 2,745

This report will focus on the Strategic Development Plan (SDP) of a school which will be known as School X throughout this report. School X is a large primary school based in South Wales. School X is a pioneer school working with the Welsh government and other schools in the areas of professional development and curriculum development. The school's focus is the Health and Wellbeing AOLE, and healthy relationships are the driving force behind their SDP. This report will focus on an action point from their SDP. In the school year 2019-2020, School X aims to change their approach to behaviour management and create a whole school ethos that is invested in relationships. This report will examine the school's approach to and reasons for this aim as well as looking at the school development process in general.

In October 2014 regulations came into force instructing every Welsh government-maintained school to prepare a school development plan (The Education (School Development Plans)(Wales)Regulations, 2014). The regulations also set out essential criteria for SDPs. School development planning is a process undertaken by schools in order to give direction to school improvement and to ensure each pupil receives a quality education which enables them to thrive both academically and developmentally (Irish Government,1999). The first step is to identify all problem areas and then to prioritise (Hanover,2014). The process of prioritisation is important as research suggests that including too many targets may cause stakeholders to lose focus and become demotivated (Hanover,2014). Although it may be difficult to look past problems, this is vital for the sake of retaining focus and achieving progress in the timeframe given. Research suggests that, as the process is repeated annually, ultimately it will be possible to address all issues (Hanover,2014). Hanover (2014) suggests that targets must be rigorous yet attainable in order to have the optimum impact. A timeline is needed, containing both short-term and long-term goals to ensure regular and consistent progress. The SDP process is an important way of providing coherent focus for a school. When everyone is working toward the same goal it can be achieved more successfully. The process also engages stakeholders which

helps to secure their support and develops a more positive school community where everyone feels heard and valued (Brighouse,1999).

One of School X's aims is to change their approach to behaviour management and to create a whole school commitment and ethos invested in relationships (Appendix-A). To achieve this, they have switched focus from behaviour management to healthy relationship development. Positive relationships in schools are essential to the well-being of both students and teachers and underpin an effective learning environment (Roffey,2012). Wellbeing includes both physical and mental health and is exemplified by both optimal functioning and predominantly positive feelings (Roffey,2012; Noble et.al., 2008). In 2009 the OCED issued a report detailing the indicators of child wellbeing, which included quality of school life (OCED,2009). In this context, quality is not determined by facilities, resources or curriculum content, but by the active promotion of positive feelings, healthy relationships and a welcoming environment (Roffey,2012). Research has shown that healthy relationships not only impact behaviour, but also academic achievement (Hattie,2009) and mental health (Murray-Harvey,2010). The importance of healthy relationships is clear. Researchers have commented on the need for adults to care for children (Hattie,2009). Bronfenbrenner (1979) first presented the idea that a child's microsystem (the immediate relationships and organisations they encounter daily) will directly affect how they develop. Therefore, it is important to care for staff well-being as this could impact the wellbeing of their students. If a teacher is feeling stressed and unhappy, students will usually pick up on this and, as previously discussed, this can encourage even poorer behaviour. By caring for the wellbeing of teachers this negative cycle can be discouraged. Healthy relationships create an overall positive climate within the school community, which is important for every student and staff member to flourish (Brighouse, 1999; Fredrickson, 2009; Roffey, 2011).

Self-evaluation is the first step in the SDP process. Brighouse et.al (2013) discusses the different approaches. The problem-solving approach firstly seeks to identify any failings, however appreciative enquiry firstly takes time to appreciate the best of what already is and then builds a plan for improvement based upon this. School X's approach is appreciative enquiry (Appendix-A). Brighouse et.al (2013) promotes appreciative enquiry as it is more positive and uplifting. Appreciative enquiry can be seen in school communities, which frequently celebrate and highlight good practice, thus encouraging others to emulate and take inspiration

(Brighouse et.al.,2013). School X begins their SDP journey in March when representatives from the school community gather to celebrate and review the previous school year and plan improvement for the coming year. Stakeholders include students representing various school action groups. It is important to involve students in their education and the running of their school as students hold the greatest stake in the school's success (Brighouse,1999). Additionally, pupils are more likely to understand and comply with school policies and approaches if they have been involved in the decision. The celebration portion of the day is important to the appreciative enquiry model and to setting a positive, uplifting and can-do climate amongst the school stakeholders (Brighouse,1999).

Under the appreciative enquiry format, once successes have been celebrated and identified the group then moves on to brainstorm ideas for achieving improvements based on current strengths (Brighouse,1999). Post review day the school leaders use the ideas discussed to develop an SDP. Involving various stakeholders is important to the SDP. Brighouse (1999) points out that key messages are often most successfully communicated and promoted by members of the local community. The variety of opinions and ideas voiced is also beneficial, however this can also cause difficulty (Roffey,2012). As recommended by Hanover research (2014), it is essential to streamline to 4-5 action points. It is therefore impossible to run with every opinion and idea. In this situation, Brighouse (1999) recommends that school leaders make a holistic decision encompassing all aspects of the school's community, culture and history. School X then continues dialogue with parents and other stakeholders during the year through workshops, letters and at the school gate. This is important to maintain their involvement, understanding, support and positivity (Brighouse,1999).

The use of accurate data is important in developing solutions. Whilst taking immediate action may feel efficient, acting without data is often ultimately inefficient as inappropriate action can waste time and money or even exacerbate the problem (Schildkamp,2019). School X used a mixture of formal and informal data to inform their approach. Formal data was taken from questionnaires and focus group data. Informal data was taken from staff who expressed concerns around the ability of parents and children to engage socially and observations that current behavioural interventions were quick fixes that did not deal with the bigger issues (Appendix A-B). Researchers have compiled several models for making sense of data (Marsh,2012; Schildkamp and Poortman,2015). One key question from these models asks what

the data means in relation to the original goal. From this data School X concluded that they had an inconsistent approach to behaviour management, which was impacting on teaching and learning (Appendix-B). Brighouse et.al (2013) have commented that unless expectations for behaviour are consistent everyone suffers. A key message from stakeholders of the school was that they wanted a more bespoke approach specific to School X (Appendix-B). The school leaders took this data and then formed a strategic plan for achieving their goals set out in their Relationship Policy (Appendix-B).

School X's Relationship Policy (Appendix-B) provides a guide as to how the shift from behaviour management to healthy relationships will take place. The overall theme is to instil and encourage intrinsic motivation. One aspect is the removal of rewards. School X wish to develop autonomous motivation to do the right thing because it is the right thing to do. School X no longer use stickers or end of week awards as motivation, but instead use positive feedback. Classic conditioning or learning through association was first introduced by Pavlov (1849). Simply put, he proposed that stimuli could be used to produce learned behaviour in animals or humans. However, further research has found that extrinsic rewards can undermine intrinsic motivation. Cognitive Evaluation Theory (CET) proposes that intrinsic motivation comes from the psychological need for competence and self-determination (Deci et.al, 1999). CET argues that extrinsic rewards or punishments can decrease an individual's perception of their self-determination and competence because they perceive the reason for their action to be their desire for external reward or fear of punishment rather than from within (Deci et.al, 2001). John Watson (1913) on the other hand denied the existence of the mind or consciousness. Watson (1913) believed that every individual's behaviour was a direct result of their life experiences and nothing to do with intrinsic factors. B.F.Skinner (1938), the father of Operant Conditioning, followed Watson with less extreme views on conditioning. Skinner believed in the mind and consciousness, but also that learning could progress more quickly using rewards and punishments. He proposed that reward reinforces behaviour whilst punishment weakens behaviour. Contrary to conditioning theories, School X have removed traditional punishments associated with giving up a child's UN rights (1989). This includes staying in at break, removing them from activities and most suspensions. The school has moved to a restorative justice approach, which seeks to bring victim and offender together to discuss the harm, the impact and what needs to be done to rebuild the relationship (González,2012). Restorative justice focuses on building relationships and improving the overall school climate (González,2012). Whilst

Skinner (1938) proved that punishment weakens behaviour, School X want pupils to behave well due to intrinsic motivation and emotional maturity rather than fear of punishment. Research shows that restorative approaches yield more long-lasting and sustainable changes to behaviour (Lyubansky,2019).

Moving to this approach can be challenging, especially initially. CET relies on some intrinsic motivation already being present. For many children, their behaviour has always been managed using rewards and punishments and so their internal motivation may already be significantly decreased. During my time at the school I observed a boy misbehaving during class resulting in him not completing his work. I asked him to stay and finish over breaktime, but he chose not to. It would have been against the school rules for me to force him to stay. I was completely relying on his internal motivation to make the right decision. I explained how his decision would impact his learning, but this did not convince him. Bronfenbrenner (1979) first presented the idea that a child's microsystem (the immediate relationships and organisations they encounter daily) will directly affect how they develop. Perhaps this boy's parents rely heavily on extrinsic motivation or place little value on education. A good way of minimising such incidents would be to involve parents. School X have attempted this by running workshops to help parents learn more about the school's behaviour management and to help them build positive relationships with their children. Brighouse et.al(2013) have commented that unless expectations for behaviour are consistent everyone suffers. When parents are willing to back-up what is taught in class this accelerates a child's progress (Roffey,2012). Parents are more likely to be supportive if they were involved in the SDP, this once again shows the importance of involving them from the start.

An important aspect of school improvement is to measure the impact of interventions and track improvement (Park et.al., 2013). Regarding School X, this is difficult to do in the short-term as the focus was to move away from quick fix solutions and deal with the bigger issues. Data on the impact will be gathered through informal feedback from stakeholders and formal data from surveys and focus groups taken during workshops or the review day. When measuring impact, school leaders must be careful to avoid pitfalls such as groupthink. Groupthink describes the deterioration of the decision-making ability of a group as a result of leadership style, group norms and a desire for unanimity which overrides individual motivation to critically evaluate a decision (Flowers,1977). Possibly to maintain the approval of their leader (Riordan et.al.,2013).

The School X leadership team have the final say regarding their SDP. Clearly, they have put much time and effort into this policy, and I would assume that everyone wants it to be successful. Groupthink does not ensure the failure of a decision; however, it does increase the chance of low-quality decision-making (Riordan et.al.,2013). Auer-Rizzi and Berry (2000) have suggested that groupthink is more likely amongst individuals who share the same professional frame of reference, organizational identity and goals. A possible example of groupthink can be seen in the RAND two-year study of restorative practices across the Pittsburgh school-district (Augustine et.al.,2018). At the end of this study teachers reported better classroom management and school climate, however in the same study students reported worse classroom management and relationships (Augustine et.al.,2018). The leaders at School X must ensure that staff feel free to feedback their true feelings on how the relationship policy is impacting their pupils and practice without fear of reprisal or ridicule.

Over this academic year School X have attempted to shift their focus from behaviour management to relationship development with the aim of improving pupil behaviour and intrinsic motivation. They have moved away from traditional rewards and punishments toward a system more reliant upon building good relationships and restorative justice. The restorative approach views discipline as an opportunity to understand the reasons behind behaviour, and mend relationships (Mullet,2014). However, recent research into the success of restorative practices conducted across the Pittsburgh school-district produced mixed results (Augustine et.al.,2018). On the positive, the study showed that suspensions in elementary schools declined by 50%. However, it was not determined if this was because behaviour had improved or because suspensions had been swapped for restorative practices. Unfortunately, the study also showed that test scores in middle schools and amongst black students significantly declined. Teachers reported an improvement in classroom management and climate; however, students reported the opposite. The study was conducted across 46 schools for two years. Each school was randomly assigned whether to use restorative practices or not and full training and support concerning implementation was provided. The scale of this study and the strength of its design make it compelling and so the mixed results are concerning. Staff interviewed during the study wanted more clear expectations from the school on what they should be doing to sustain restorative practices and how they would be held accountable (Augustine et.al.,2018). School X should also be completely clear and realistic regarding their expectations. School X's Relationship Policy does not say what should be done if restorative practices are not working

with a child or if any behaviour will be categorised as crossing the line. In some ways the policy appears to assume restorative justice will always work smoothly. It has been said that it can take 1-3 years to see the impact of restorative justice and so perhaps staff should persevere. However, the time-consuming nature of restorative justice and the time it takes to see impact is itself the focus of much criticism (Karp and Breslin,2001; Lyubansky,2019). Critics argue that teachers should be focussing on teaching rather than on restorative justice (Lyubansky,2019). The presence of a particularly difficult child may mean a significant reduction in teaching time for the other pupils. To counteract this School X must ensure that each class is appropriately supported with staff trained in restorative practices (possibly ELSA trained LSAs). Otherwise, teachers may be over stretched resulting in both teaching and restorative practices not being appropriately carried out. Breslin and Karp (2001) have warned that restorative justice partially implemented can be a significant obstacle to success.

In this report I have examined the strategic development process and how it has been carried out in my placement school. The SDP process thrives in a strong school community. The support and involvement of all stakeholders is essential to success at every SDP stage (Brighouse,1999). School X place relationships at the heart of everything they do and have worked hard to create a strong community. In 2017 Estyn reported that their care for pupil wellbeing was outstanding, however they are still striving to make relationships better. School X's focus on relationships is something I wish to emulate in my practice. I think it is important because when everybody works together each goal becomes more attainable. By taking the time to create an SDP and ensuring that all stakeholders are invested in its success, both progress and unification can be achieved.

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Appendix

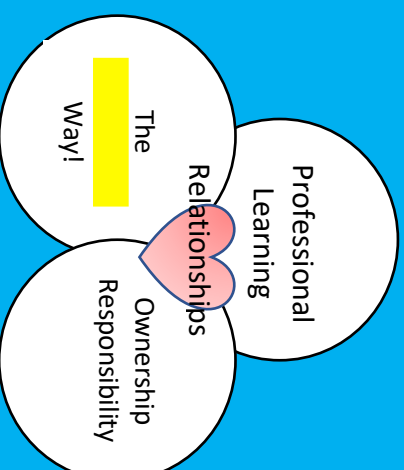
- Appendix A: School X Strategic Development Plan
- Appendix B: School X Relationship Policy

Appendix A: School X Strategic Development Plan

SDP: April 2019- April 2020:

Our SDP was created by all stakeholders of [redacted] and its Community. Children-Parents-staff- wider community

Cultural Forces: Vision, Relationships, Learning, Reflection, Ownership built on TRUST



Relationships: Our main driver for our SDP is our philosophical approach to Healthy Relationships. This will be the heart of all three areas; Professional learning, The Way and ownership and responsibility. We will implement a sustainable change and shift in our school culture with all our stakeholders having ownership in our new 'No matter what.. ' policy. The change will be based on a vision of achieving our values through our cultural forces: Communication, coaching and mentoring, social and physical environments built on trust and commitment. This will be enabled through us building practicing positive behaviour strategies that support relationship development. We will use cooperative learning, coaching and mentoring approaches and restorative practice techniques as consistent strategies across the school. All stakeholders will use relevant research to develop a greater understanding of human relationships and the need to be tolerant, kind and respectful of one another.

Meaningful Evaluation of our SDP: In order to evaluate our progress we will use the Kirk Patrick approach and the CSC self-evaluation tool for reflection at interim points throughout the annual cycle. All stakeholders should be actively engaged in the reflection process and they will have developed their own SDP call to action 'Cog' and this shows their personal commitment to the three areas of the SDP. (displayed for all to see in the staffroom)



Professional Learning: Time and Space

As a pioneer school for professional learning and curriculum development we are committed and determined to achieve the vision set out in Successful Futures. The four purposes drive not only our day to day practice but have become our learning dispositions and incentives for change; they are at the heart of all we do and a measure of our success. In order to take steps in the right direction we need to be 'brave' and challenge that dangerous phrase 'We've always done it that way!' Grace Hopper. After all the motto by which we live at is "You only truly arrive when you accept you never will!" We need to value professional learning and this takes commitment to becoming not just a school that is a learning organisation but creating a culture where it is habit and a right!

We are therefore committed to creating the 'time' and 'space' for sustained shared thinking, learning and most importantly reflection to happen. Inquiry learning is all about giving children the **skills**, the **dispositions** and the **opportunities** to investigate – to find out information, make meaning and take action based on what is discovered. We will develop a culture of research informing and challenging our practice in a structured way.

We will use Appreciative Inquiry (AI) is our innovative approach to organisational change that can be used as a model for delivering improvement. In contrast to other forms of organisational development and problem solving, it builds on the strengths and successes of the organisation to drive change. At the core of AI is a model of engagement that focusses upon our capacity as leaders and managers to observe, listen and inquire.

Key Documents and Reading: The Deepest Well by Nadien Burke Harris, Inquiry Based Learning: Kath Murdoch, Practitioner ACE handbook, The Chimp Paradox by Steve Peters, My Hidden Chimp by Steve Peters, Inside I'm Hurting by Louis Michelle Bomber , by David Cooperrider

<u>Key Inquiry:</u>	<u>Why:</u>	<u>Action Taken: What</u>	<u>Who:</u>	<u>When</u>	<u>Impact: So What?</u>
To change our approach to behaviour management and create a whole school commitment and ethos that is invested in relationships	A whole school Approach to becoming an ACE informed school: Protect-Relate-Regulate- Reflect Data/Evidence: So many of our children and their families struggle with relationships and attachment disorders. Most of our children will experience an ACE in their lives.	ACE Diploma		Completed by 10/19	Interim points: 09/19, 01/20. So what? 03/20 SDP review day

	Staff identification of concerns around children and parents ability to social engage and indications of social defence preventing learning from happening. Development of a ‘NO MATTER WHAT...” approach. Policy is a philosophical approach to relationships to create a new culture. Base culture on core values, commitment and trust		
	Create a Relationship Policy: A whole school approach to making this happen. “Not just a policy in a file” Living, breathing approach.		Completed for consultation with all stake holders by 09/19
	Approach: Communication Coaching Environment Positive behaviour		Summer Term
	Restorative practice approaches to building positive relationships with children/parents and staff – RESTORE and REPAIR		Whole year development
	Develop a series of activities to		Inset day 1: Autumn term PL

		promote positive relationships and create capacity for a key adult for all the children/parents who need support		session in phase meetings.	
		To challenge how we use our adults to support our restorative approaches in a more strategic way.			
		Year 6 programme: Flourish – positive Behaviour programme			
		To co-construct a bespoke Professional Learning and			
Creating a culture for professional learning through enquiry. Use	The need for a greater understanding of how to engage in meaningful research using a coaching and mentoring approach. <u>Data/Evidence:</u>			The programme will be delivered as: Autumn Term	

Social and cultural awareness

Foster greater respect and tolerance for others
Encourage empathy
Foster cultural self-awareness

Leadership

Foster the ability to negotiate
Encourage empathy

Adaptability

Foster the ability to process emotions
Practice both flexibility and structure

Persistence/grit

Build in opportunities to learn from failure

How to teach all skills

- Encourage play-based learning
- Break down learning into smaller, coordinated pieces
- Create a safe environment for learning
- Develop a growth mindset
- Foster nurturing relationships
- Allow time to focus
- Foster reflective reasoning and analysis
- Offer appropriate praise
- Guide a child's discovery of topics
- Help children take advantage of their personality and strengths
- Provide appropriate challenges
- Offer engages caregiving
- Provide clear learning objectives targeting explicit skills
- Use a hands-on approach

Character qualities



Initiative

Provide long-term, engaging projects
Build confidence in the ability to succeed
Provide autonomy to make choices

Curiosity

Encourage questions/guessing
Provide the autonomy to make choices
Instill sufficient knowledge to ask questions and innovate
Evoke contradiction

Critical thinking/ problem-solving/

Give constructive feedback

Creativity

Offer opportunities to build and innovate
Provide autonomy to make choices

Communication

Create a language-rich environment

Collaboration

Foster greater respect and tolerance for others
Provide opportunity for group work

Appendix B: School X Relationship Policy



Healthy Relationship Development Project

Primary School

‘learning and growing together
being our best forever’



**Create a Culture of Healthy
Relationships throughout the school
and the community which will impact
on the quality of Teaching & Learning**

**‘learning and growing together
being our best forever’**



Define

Mission: We will inspire and challenge ourselves and each other to 'Learn and Grow, Together and Be our Best Forever!'

Why?

Our Vision:

- To empower ambitious, capable learners, ready to learn throughout their lives
- To create enterprising, creative contributors, ready to play a full part in life and work
- To shape and become ethical, informed citizens of Wales and the world
- To foster healthy, confident individuals, ready to lead fulfilling lives as valued members of society
- To offer a dynamic and innovative curriculum that challenges, excites and inspires us all to learn in a twenty-first century way.
- To commit to allowing our children to own the learning process rather than becoming a product of the process. To allow them to master skills in real life contexts for learning rather than just a surface level.
- To promote a Foundation Phase pedagogy for ALL with active experiential learning through shared experiences, skills development and key knowledge. Using the what matters big ideas to frame our key learning.

Evidence: Inconsistent approach to behaviour management which ultimately is impacting on Teaching and Learning.

Data:

- Current interventions are quick fixes for closing the gap and don't deal with the bigger issues
- Questionnaire feedback - Forms, Estyn questionnaire annual review with parents
- Focus Group Data - all stakeholders wanting a more bespoke Approach



Not behaviour Management but Healthy Relationship Development
Old Approach = Rules- Consequences- Rewards

New Approach = To ensure that we are focused on being autonomously motivated to do the right thing because it is the right thing to do.

A recognition that Healthy relationship building is a lifelong skill and that strong values are at the heart of success!

Our behaviour: Be Safe, Be Respectful, Be the best you can be!

- Respectful
- Kind
- Honest
- Tolerant
- Cooperative
- Ethical

Belief in Equity for all!

The most important single ingredient in the formula of success is knowing how to get along with people.

Theodore Roosevelt

Our assumptions and beliefs drive our behaviours...

'Learning and growing together, being the best we can be!'

Discover

Created by informed Consultation with SLT, Teachers, LSAs, Parents, Children and Governors

Relationships: Our main driver for our School Development Plan is our philosophical approach to Relationships. This will form the heart of all three areas for development. We will take ownership and responsibility, reinforced by Professional Learning to create 'The Way!'. We will commit to implementing and embedding our new policy, making it a living, breathing part of everyday life for all of our family. The change will need to be evaluated and create a shift in our school culture with all our stakeholders having ownership in our new 'No matter what..' approach if it is to be sustainable.

The change will be based on a vision of achieving our values through our cultural forces: Communication, coaching and mentoring, social and physical environments that are all built on trust and commitment.

Healthy relationships are all about how we interact and interrelate with others and how we can create positivity with those relationships so that we can learn and grow together and be our best version of ourselves forever. The vision is for us all to embody the Four Purposes with confidence and self-belief, but this will only come if we practice healthy behaviours everyday.

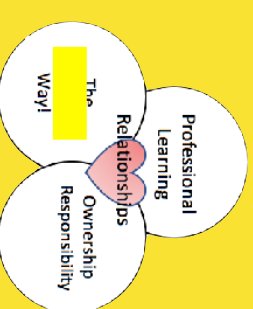
We will commit to building and teaching healthy relationships using an enquiry approach:

- Optimising personal strengths and autonomy
- Building self-esteem and confidence
- Owning our emotions
- Growing Resilience and grit 'bounce back ability'
- Creating a healthy lifestyle embodying hand, heart and mind.

All stakeholders will engage in professional learning and use relevant research to develop a greater understanding of human relationships and the need to be tolerant, kind and respectful of one another. We will develop bespoke strategies that we will make our own, including:

- Restorative Practices - Respect, Responsibility, Repair, Re-integration
- Coaching and Mentoring
- Common healthy language
- Reflective practice - time and space
- ACE informed approaches - managing trauma

We will not have a one style fits all approach but will commit to knowing what our children and families need to allow them to flourish.



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Dream

We will be committed to and own a NO MATTER WHAT approach

This is us: Children, staff, parents, governors, community and all visitors to

Aims: At

We will work at developing healthy relationships with a recognition that this is as a lifelong skill- This is the 'The Way!'

We will foster a safe, happy and nurturing environment which encourages everybody to be the best they can be

We will support each other to develop strategies to manage our own healthy relationships

We will create a home from home calm and purposeful atmosphere

We will ensure that we all have a sense of belonging, feeling safe, secure and valued.

We will trust and feel trusted

We will be honest and expect honesty

We will communicate and express our emotions in order to reflect and regulate

We will not judge or label and we will be allowed to make mistakes and can learn from them

We will always do our best to understand you showing empathy and compassion

We will communicate using a common language - show me/tell me and commit to active listening

We will ensure equity- "We are all different"

We will commit to putting relationships ahead of everything else!

We will grow healthy relationships through shared values

We will ensure that we are motivated to do the right thing because it is the right thing to do!

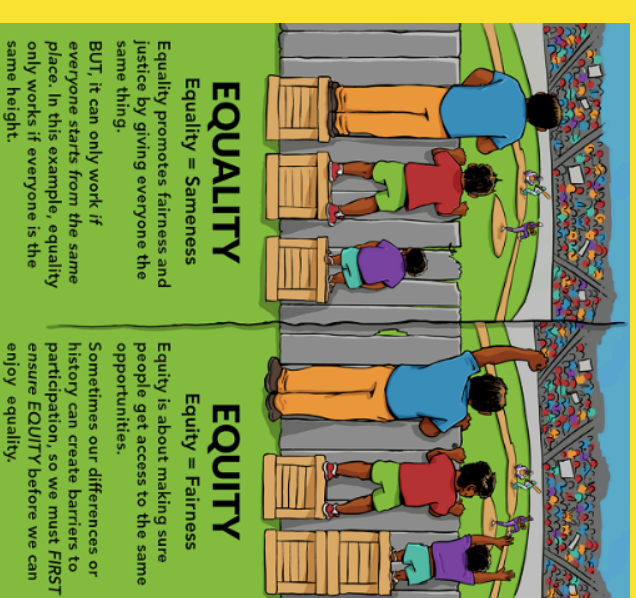
We will be informed and will not hide away from difficult conversations

We are not perfect we are only human! We understand that relationship can go wrong but we will always work to repair.

We will be respectful and value everyone for being different

We will do our best to give time and space to allow relationships to thrive

We will know our rights and respect the rights of others



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Design



Restorative Strategies and Approaches

Consequences: means what happens after the behaviour

Bespoke to the situation and child!

Will be appropriate and will be chosen and agreed between all participants involved

Consequence are never associated with giving up a child's right such as physical activity or a learning experience

Communication with Parents

Feedback to parents should be given when a child has been harmed. Any member of staff should use their professional judgement as whether the parent of the harmer are informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved. Trust is needed from both parties that the situation has been handled and is now over!

Circle Time/Restorative conferences:

Time to talk and to be reflective

Bespoke to the group

Talking piece

Inclusive for all

Doesn't have to be an actual circle

Can Vary in size

Personal to share thoughts and feelings

Respectful and confidential

Thoughts and Feelings

Graph or Drawing:

Use of a visual to validate and

visualise understanding

Can you show me to help me

understand?

Empathy

Identify underlying needs

Seeing with the eyes of another

Listening with the ears of another

Felling with the heart of another

Agreement Plan

Suitable participants- age and

situation

Solution orientated

When the plan needs revisiting

Active Listening Techniques:

Time and Space - need to be ready

Minimal encourages

Timeline

Reflections

Echo

Summary

Body Language

Formal Meetings

Available facilitator

Suitable Venue

Paperwork

Pre-meeting preparation

Post meeting follow up

Safety for all

Willingness to participate

Peer Mediators

Trained children act as facilitators to help resolve conflict and restore relationships. Opportunities are created for these leaders to act responsibly and to move forward. This will happen when appropriate and with low level incidents, low level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

Time and Space:

Getting them to the right space

Giving them time to be ready

Allowing them to sell regulate

Making a choice

Design



Restorative Approach: Aiming to be restorative is a mindset that affects everything we do.

Our relationship policy is not about rule enforcement. It is our approach to healthy relationships, so that people can work together with the common purpose of being our best.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in school and thrive.

Common Language: Never ask WHY!

Story Telling:

What happened ? What were you thinking?

Making Connections:

Who else has been affected?

Problem Solving:

What do you need to feel better/put things right?

What do you want to happen in order to move forward?

Use of word cards and visuals to support when needed.

Questions will be first asked to the person who has been harmed and then to the harmer.

Restorative Conversation Rules:

Only one person talks at a time!

- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality-explain that this is between the people involved (plus parents if required).
- Be aware of any matters RE: Safeguarding. If something is disclosed appropriate measures in line with Safeguarding policy.
- If young people do not meet expectations or are still /become angry, stop mediation!

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Destiny



Rules -Consequences-Rewards

Behaviour is communication:

However, we understand that occasionally children will behave inappropriately for whatever reason.

When children display this behaviour, there are several layers in place to encourage them to self-regulate their behaviour in a positive way.

We commit to thinking 'all behaviour is communication' and what is the child trying to communicate.

The context of the situation is to be always taken into account.

A child is not to be defined by their behaviour and it should be explained to the child that they have made a wrong choice. The choice is linked actions and not the child.

Children are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt it is finished and this needs to be clear to the child.

Behaviours:

Be Safe

Be Respectful

Be the best you can be!

Self-Regulation:

Step 1: In class away from the situation

Step 2: Sofa outside the classroom

Step 3: The Cwtch

Step 4: The Castle room

The Cwtch: The purpose

A place to self regulate

A place to talk and be listened to with an emotionally available adult

A reflective space to be given time

Given a blanket/hot and cold sensory stimulus

Given an engaging response that is built on a knowledge of their personal story. Don't ignore the communication of their story!!-

Cwtch- for parents

Check in and check out for specific children

Nurture- Just having a cwtch

A place to clam down

A place to go if you are hurt physically or emotionally

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What?

The new approach is acknowledgement and positive feedback not praise or rewards!

Rewards work well for getting us to do something that we don't naturally want to do, for the short-term only. This immediate behaviour change rewards us, and keeps us addicted to rewarding. Praising and rewarding are deeply ingrained habits, particularly as that's how most of us were raised and educated. It may take practice to replace them with appreciation and acknowledgment, but the latter feels more fulfilling and builds closer relationships. Children can certainly be made to do what they don't want or love, by offering them approval, praise or other rewards. But this does not make them happy! Happiness can only be derived from doing what is intrinsically rewarding to us, and this does not require others' applause. Do we want our children to become reward-addicts or crowd-pleasers, or do we want them to be self-motivated, faithful to themselves, following their own interests and be hooked on school and learning.

Committing to active listening

- ▶ The 7 minute rule
- ▶ We want to be heard
- ▶ We want you to know
- ▶ We want you to ask
- ▶ We want to tell our stories

Twitter- To acknowledge and share examples of appreciation

- Twitter-** To acknowledge and share examples of appreciation
- Seesaw-** Sharing of learning to be proud of and to talk about
- Phone/text-** To feedback and celebrate proud moments and acknowledge personal successes
- Certificates/post cards -** To be given by peers/staff to feedback -linked to the dispositions for learning and personal to the class/group
- Peer to peer-** recognising and giving praise

Feeling appreciated in a bespoke way personal to the relationship and context.

Help them to self-evaluate

Ask them about their inner experiences
Use 'I' statements instead of labelling the child
Comment on the behaviour not the person

Children are encouraged by personal interests and key motivators, these are used as a tool in class in a very personal way!

A commitment from key adults to spending 1:1 time each half term to build relationships and chatting face to face

Group talk time- lunchtime chats with small groups with key adults x1 a half term

**Share the truth about missing school - the reward is learning!
Communication about the facts**

Celebrate the successes in a bespoke way!
Ownership is with the parents!
Home visits from staff to monitor attendance when impacting on learning

Destiny



Teaching Relationships: The What? Way!

Play and playfulness: They are children and all children have the right to play!

Allow children to play at whatever level

Use animation/tone of voice/smiles/human touch – open and warmth to all

Bucket Filling: A commitment to being positive and making people feel special

Greet each other by name and make eye contact

Give compliments

Use kind words

Teaching and learning about Relationships:

- Optimising personal strengths and autonomy
- Building self-esteem and confidence
- Owning our emotions
- Growing Resilience and grit 'bounce back ability'
- Creating a healthy lifestyle embodying hand, heart and mind
- Valuing being different and diversity

Communication and Evidence

Relationship Development wall in the entrance to communicate to all stakeholder the vision to putting Relationships first and ahead of everything else!

Way!

Open door policy:

At the right time available adults to speak to parents at entrance and leaving school

Personal Meet and greet times

One Page Profile:

Every child knowing key people in school

What their personal strengths are

What they need for learning

Passions and interests valued

Role Models:

All adults acting as role models and taking ownership and responsibility no matter what...

- We will speak with respect
- We will be polite
- We will trust and be honest
- We will listen and act upon advice given
- We won't jump to conclusions
- We will understand the difference between fair and equal!
- We will choose our language carefully

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Off the shelf solutions:

- Identification of poor attainment using soft and hard data
- Dealing with the causes rather than the symptoms
- Focusing on overcoming the barriers and exploring motivations unique to the child and/or family
- Seeing children as individuals with a unique set of challenges and gifts
- Enabling adults to understand and supporting them to grow in skill and aspiration
- If it is not working - change the approach!

Developing Relationships in the community

- Bespoke parent learning groups
- Bespoke parent groups for
- Workshops for parents with the children
- Positive Relationship support groups - consistent approach
- Opportunities to feedback on the relationship policy
- Bucket filling club
- Cwtsch mornings- time to talk and share
- ACE awareness training

Key people for Relationship Development:

- - Family engagement leader
- - Deputy head and ALNco- support and guidance
- - Early Years leader and ALNco- support and guidance r:P
- Class teachers and Key workers- 1:1 meetings at interim points throughout the year.

Governors

Get to know your governors sessions during open days
Parent Governors - made available to talk to about relationships
Governor attached to a year group
Contact made easier for support and a more visible presence around school

Peer to Peer support:

Parents supporting each other as peer mediators
Mentors and coaches made available to support with relationship development

ACE Awareness: Commitment to tackling difficult issues to repair

ACE's questionnaire to help to identify and support children's specific needs
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All adults trained and using WINE
learning and growing together

learning and growing together

TRUST

Kind
Curiosity
Resilience
Disciplined
Resourceful
Persistent
Tolerance
Imaginative
Collaborative

Ownership and Responsibility

Putting Relationships ahead of everything!

