

## **Ysgol Y Berllan Deg**

### **Relationship policy**

#### **Introduction**

The purpose of this policy is to outline how we approach relationships within our school community. This involves a whole school approach to building, maintaining and (when needed) repairing of relationships with all we work with – children and adults, pupils, staff, governors, families, local community, and all the agencies we work with. We make every effort to achieve this using a consistent restorative approach.

#### **Explaining the Restorative Approaches Framework**

We are proactive in building and maintaining relationships in order to create a sense of community. When relationships are positive, we are less inclined to harm each other, thus reducing the amount of conflict in our school community. We constantly reflect on what we need from each other in order for us to be our best. We will always endeavour to actively work with each other to resolve problem and conflicts, not trying to rescue or ignore issues. We will use consistent restorative approaches to make this happen, for preventing harm, for early intervention, and to high level response for more serious harms. Please see the Appendix below for the levelled approach and our best practice framework.

#### **Restorative Principles and Best Practice**

When relationships have been damaged it is important that the appropriate and levelled restorative steps are taken, to allow those involved to repair harm, build empathy, and move forwards at the earliest opportunity. It is helpful that all at Ysgol Y Berllan Deg remember at all times the core restorative principles outlined by the Restorative Justice Council and Wales Restorative Approaches Partnership These principles are key to Ysgol Y Berllan Deg's consistent model for addressing harm. They align with the new Curriculum for Wales.

#### **Building and Maintaining Relationships**

All staff have been trained in, and are expected to use, Restorative Approaches. This involves building relationships with the children, colleagues, parents and carers, and the wider school community. One way that we do this is through the use of circles for weekly checkins and using problem solving issues as they arise. A range of circle practices are threaded throughout teaching and learning to build relationships, and increase collaboration and reflection.

Our classroom agreements are developed each year with each new year group, to build our classrooms as communities who care about each other's needs and their own needs, and behave with respect for each other.

#### **Teaching and Learning**

We aim to foster a love of lifelong learning in our pupils, and so all staff, model good relationships. We collaborate between ourselves and with the pupils on their learning journeys, and engage with their families and carers wherever possible to build relationships and engagement in learning. We use circles in teaching and learning, for example, when starting a new topic; in plenary sessions; to encourage peer led learning and speaking and listening skills across the curriculum.

All behavioural incidents and conflicts are opportunities for social and emotional learning at any time. A restorative response enables children and all adults working with them to work together consistently to build up our learning community.

### **Classroom agreement, Circles in classrooms and circles in groups.**

#### **At the start of the academic year**

- A Classroom Needs exercise is completed with each new class, and whole school needs are identified from these. Classroom needs are to be revisited at the start of the Spring Term and are actively referred to and revised by all staff and pupils as needed.

#### **On a weekly basis**

- Use of circle time during Monday registration. Teachers have a role to play in engaging pupils and encouraging them to take the lead at times.

#### **Dealing with Incidents, using a Restorative Approach**

- All staff are expected to support the principle of using a Restorative Approach by supporting and challenging each other and pupils in adopting this as the preferred approach.
- When dealing with minor incidents staff should use the Restorative Enquiry Questions below to deal with the situation presented. . They are:

1. What happened?
2. What were you thinking? How were you feeling?
3. Who has been affected and how?
4. What do you need to feel better?
5. What do you want to happen now in order to move forward?

Restorative Practices should not be viewed in isolation or as tools that are used only when harm is done, but should instead be modelled and linked to all positive interactions that occur throughout the school day.

Engagement with families / carers and partner agencies will also be delivered using the same consistent approach wherever possible.

### **Repairing Relationships**

When conflict occurs, we expect those involved to find solutions to move forward and repair the relationship where possible. By having a common restorative approach to resolving conflict, we can achieve this in a fair and inclusive way with all affected. We problem solve and plan so that harm does not happen again.

Any parties involved should be given the opportunity to take part in a restorative meeting following adequate preparation, using the restorative enquiry and giving the person time to think about the questions they will be asked and how they can repair the harm and move forward.

All must agree to take part in the meeting and it should be held as soon as possible to prevent further harm and escalation. Ideally, a restorative meeting will take place the same day as the issue arises, unless for health, safety and wellbeing issues more preparation time is needed to enable more engagement and reflection, and/or more people need to attend e.g. parent/carer or social worker.

### **Levelled response to issues**

The restorative approach uses the lowest level and simplest response at the earliest opportunity by all affected by the issue/s

#### **STAGE 1 – 'I Messages'**

- The pupil is made aware of the issue by the member of staff who uses restorative language to speak to them, for example
  - When I heard you ..... I felt .....
  - When I see you ..... I feel disappointed that.....
  - This is affecting me (and maybe others in this way).....
  - Would you please .....(invitation for the specific behaviour requested)

There does not need to be a formal record.

#### **STAGE 2 – Restorative Conversation**

- Informal chat using the Restorative Questions (this does not always require preparation time or an outcome agreement)
- Could take place in the classroom or corridor, dining hall or playground at any time.
- Individual member of staff takes initiative and leads the process.

### STAGE 3 – Formal meeting

- If poor behaviour continues, a pupil and teacher meet for a more formal conversation about the incident.
- Pupil is given a copy of the Restorative Questions and allowed time to prepare if needed. There may be another member of staff present to facilitate the meeting. A problem solving circle could be required.
- An outcome agreement needs to be produced in the meeting and signed by both parties.

### STAGE 4 – Formal Conference

- A formal meeting may be required to deal with more serious incidents, and must be facilitated by a member of staff that is not involved and who has received the four day training (SMT). Senior staff and/or parents / carers should be informed.
- The restorative questions are asked to each party.
- There must be an outcome agreement

### STAGE 5 – Restorative Space / Exclusion

- In extreme circumstances, a pupil may be sent to the Headteacher.
- There must be a restorative meeting/conversation or meeting, and a reintegration meeting with the member of staff involved, and a written and signed Outcome Agreement produced that is shared with all affected for tracking outcomes delivery and change.
- The Outcome Agreement should be revisited in a week's time to monitor progress.

### **Restorative Approaches Framework**

	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Where</b>
Building and Maintaining Relationships	Classroom agreement	All classes Teaching Support Staff	Start of year  During lessons across the curriculum	Classrooms
	Circles in classrooms	Pupils		
	Circles in groups for support	Teaching Support staff ELSA	As required	Classrooms

	'I Messages'	Teaching Support staff	During lessons, break, lunch times for low level disruption	Classrooms, hall, yard, corridors
	Restorative conversation 'informal chat'	Teaching Support staff Peer mediators	During lessons, break, lunch times for low level disruption or if an I message has not been effective	Classrooms, hall, yard, corridors
	Restorative conversation 'Formal meeting'	Teaching staff Support staff	For continued low-level incidents when an 'informal chat' has not been effective	Quiet area
	Formal Conference	SMT (staff who have received training)	Serious incidents	Meeting room / empty classroom
	Restorative Space / Exclusion	Headteacher / Deputy	Extreme circumstances	HT office Meeting room