

Relational Audit Tool for Reflection and Planning

Area of Practice	Challenge Questions
<p>Whole school ethos/ beliefs and values</p>	<p>To what extent are beliefs and values integral to the school ethos?</p> <p>Consider:</p> <p>Are beliefs and values established through a collaborative process involving children, school staff, governors and the wider community?</p> <p>Does the school have clear statements expressing their beliefs and values with regard to behaviour and relationships?</p> <p>Are the beliefs and values shared with all members of the community and celebrated through activities and displays?</p> <p>Are the beliefs and values expressed through everyday interactions, teaching practice, systems and processes?</p> <p>Are the beliefs and values modelled, promoted and facilitated by school leadership?</p>
<p>Notes:</p>	
<p>Priorities for change</p>	<p>Next steps</p>
Area of Practice	Challenge Questions
<p>Staff development/ knowledge and understanding</p>	<p>To what extent are all staff trained in the theory and practice relating to behaviour, relational needs, restorative practice and the impact of trauma, adverse experience and interruptions in attachment?</p> <p>Consider:</p> <p>Do all staff have an understanding of how research and theory relates to their practice?</p> <p>Do newly qualified staff and those who are new to the school have opportunities to be trained in relational approaches?</p> <p>Are there opportunities for some staff to develop an expertise in this area, to lead on developments and to support others?</p> <p>Do all staff have ongoing development opportunities such as working alongside those who have more experience, mentoring coaching and supervision?</p> <p>Do school processes support knowledge and understanding to be maintained in practice?</p>
<p>Notes:</p>	

Priorities for change	Next steps
Area of Practice	Challenge Questions
Developing relationships - protection, connection, understanding and care	<p>To what extent are all staff aware of the need for secure relationships and what the key components of the relationship are in terms of providing protection, connection, understanding and care?</p> <p>Consider:</p> <p>Do all staff understand their role in developing relationships and what this means in terms of what they are doing and how they are being?</p> <p>Are all adults aware of the behaviour that may indicate a relational need and understand how they need to respond?</p> <p>Are there systems and processes in place to identify need, plan and implement relational support through a relational support plan?</p> <p>Does the provision mapping include support and interventions to meet relational need?</p>
Notes:	
Priorities for change	Next steps
Area of Practice	Challenge Questions
Supporting inclusion/ removing barriers	<p>How well does the school support inclusion and belonging and ensure equal opportunities for children from vulnerable and disadvantaged groups?</p> <p>Consider:</p> <p>To what extent are all staff aware of the barriers to inclusion and those children who are most vulnerable to exclusion (this includes boys, children with SEN, those who have been supported by social care or come from disadvantaged backgrounds, and children from certain ethnic groups)?</p> <p>How well is data (attendance, exclusion, attainment, participation etc) pertaining to vulnerable groups collected, analysed and utilised to ensure inclusion and equal opportunities?</p> <p>To what extent are all teachers aware of their responsibility and have the expertise to meet additional needs through good quality first teaching?</p> <p>How well does the school actively challenge racism through anti-racist policies, systems, curriculum and practice?</p> <p>How knowledgeable are all members of the school staff about the diversity and differences in history, experience and culture of the children they teach?</p> <p>How well does the school respect, value and celebrate diversity of social identity, ethnicity, gender or sexuality and to what extent is this shown through the actions of all members of staff, curriculum content, whole school initiatives, celebrations and the school environment.</p>

Notes:	
Priorities for change	Next steps
Area of Practice	Challenge Questions
Limit setting/making and maintaining agreements	<p>To what extent are the making and maintaining of agreements an integral part of teaching?</p> <p>Consider:</p> <p>Are agreements made collaboratively with children, adults and the school community?</p> <p>Are agreements meaningful, clearly communicated, displayed and expressed positively?</p> <p>Are agreements referred to and used to support a harmonious learning environment and help children to understand the limits of behaviour?</p> <p>Are there clear processes for resolving difficulties when agreements are broken?</p>
Notes:	
Priorities for change	Next steps
Area of Practice	Challenge Questions
Keeping things calm/ Providing skilled regulation	<p>To what extent are staff skilled at using relational practice to de-escalate and promote calm learning environments?</p> <p>Consider:</p> <p>Do staff manage stressful situations where there is a need for regulation and containment?</p> <p>Are there clear systems and plans for managing crisis situations?</p> <p>Are plans communicated to staff and followed by staff throughout the school?</p> <p>Are plans for individual children monitored and updated regularly by the core team?</p>
Notes:	

Priorities for change		Next steps
Area of Practice	Challenge Questions	
Using restorative approaches/restorative exploration to repair harm	<p>To what extent do staff understand the concept, purpose and application of a restorative approach in school?</p> <p>Consider:</p> <p>How embedded is the approach in everyday interactions and conversations?</p> <p>Are staff skilled in terms of restorative encounters and following the exploration plan?</p> <p>Are there staff who have an expertise in this area and are able to lead on developments, to support others with their practice and facilitate complex restorative explorations?</p> <p>How well is change facilitated following explorations? How well do these inform what happens next?</p>	
Notes:		
Priorities for change		Next steps
Area of Practice	Challenge Questions	
Relational approaches in the classroom	<p>To what extent are staff skilled in using relational approaches to manage disruption in the classroom?</p> <p>Consider:</p> <p>Do staff consistently and skilfully respond to single incidents of low level disruption in order to minimise disruption and avoid escalation?</p> <p>How well do staff use relational practice such as providing positive feedback, coaching, using report cards for reflection, liaising with parents as a response to regular or persistent low level disruption?</p> <p>How well do staff adapt their teaching in order to meet the specific needs of individual children?</p> <p>How well do school systems support staff to respond to children who are regularly or persistently disruptive in a way which supports development and inclusion?</p>	
Notes:		

Priorities for change	Next steps
Area of Practice	Challenge Questions
Targeted support for those most in need/graduated assess.plan.do and review	<p>To what extent are there robust systems for targeted support through a graduated plan-do-review approach?</p> <p>Consider:</p> <p>To what extent are there robust systems and processes in place to identify and assess need in each area of SEN as well as needs relating to relationships, social inclusion, disadvantage and identity?</p> <p>To what extent are parents involved in the assess, plan, do, review process?</p> <p>To what extent are children involved in the plan-do –review process.</p> <p>To what extent are person centred and solution focused processes used in order to problem solve, plan and identify shared outcomes, skills and strengths?</p> <p>How well does your provision map outline universal support and support which is additional to or different from good quality first teaching including; individual support, curriculum adaptations, small group intervention and personalised/alternative provision?</p>
Notes:	
Priorities for change	Next steps
Area of Practice	Challenge Questions
Managing the environment	<p>To what extent does the school environment support a relational approach?</p> <p>Consider:</p> <p>Does the school environment support all children to feel safe?</p> <p>Does the school environment have areas where students can connect in a variety of ways?</p> <p>Does the school have dedicated spaces for children who require a safe base or who may need a place to calm down when they are distressed?</p> <p>Does the school have spaces, facilities and resources for children who have physical and sensory needs and those who have needs relating to sensory processing?</p> <p>Does the school have dedicated spaces for adults to work with children individually or as part of a small groups?</p> <p>Do displays in the school reflect the schools beliefs and values and the diversity and inclusivity of the school?</p> <p>Do children have ownership of their environment? For example are they involved in the design and organisation of the playground, dining hall or classroom?</p>

Notes:	
Priorities for change	Next steps
Area of Practice	Challenge Questions
Working with parents	<p>To what extent are parents involved within the school community?</p> <p>Consider:</p> <p>To what extent do parents feel welcome, valued and listened to?</p> <p>Do school systems support open communication between the school and parents?</p> <p>Do parents contribute to the everyday life of the school?</p> <p>How well are parents utilised and valued with regard to their child's experience of school?</p>
Notes:	
Priorities for change	Next steps
Area of Practice	Challenge Questions
Involving the child	<p>To what extent are child centred approaches integral to practice?</p> <p>Consider:</p> <p>Are staff skilled in eliciting the voice of the child?</p> <p>Does the school provide regular opportunities for children to express their views and feel listened to?</p> <p>Does the school support children through solution focused coaching techniques?</p> <p>How well does feedback support reflection and development?</p>
Notes:	

Priorities for change		Next steps
Area of Practice	Challenge Questions	
Supporting staff well-being	<p>To what extend are there opportunities for staff to access support for well-being?</p> <p>Consider:</p> <p>Are there opportunities for staff to connect with colleagues, such as exercise, well-being or relaxation groups?</p> <p>Do staff feel able to express their views and feelings about their work?</p> <p>Do staff have control over their working practices?</p> <p>How well are relationships between staff developed and supported?</p> <p>How well do systems and processes support staff to feel valued and respected?</p> <p>Do staff have opportunities for development, both personal and professional?</p> <p>How well are staff supported in their work through supervision, line management, coaching and mentoring?</p>	
Notes:		
Priorities for change		Next steps
Area of Practice	Challenge Questions	
Working with partner agencies and professionals	<p>To what extend are partner agencies involved in establishing and maintaining a relational ethos and approach?</p> <p>Consider:</p> <p>How well are partner agencies involved in the assess-plan-do-review process?</p> <p>Are partner agencies utilised in training, on-going staff development and complex case work?</p>	
Notes:		
Priorities for change		Next steps