

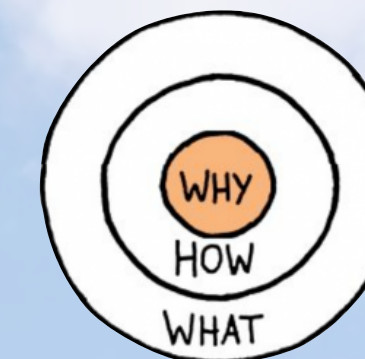
Cadoxton Primary School
Ysgol Gynradd Tregatwg
Positive Relationship Policy

Create a Culture of Healthy, positive Relationships throughout the school and the community which will impact on the quality of learning and allow all of us to Thrive!



"The Cadoxton Way!"
Being Our Authentic
Selves! Doing what
is right for us!

Cadoxton Primary School
Ysgol Gynradd Tregatwg
Learning and Teaching Policy



"Learning and Growing Together, Being our Best Forever!"

Our mission is to create a safe, nurturing, happy place that promotes health and wellbeing for all.

We are committed to building strong, positive relationships with everyone to enable us to learn and thrive together as a community.

We recognise that success looks different for us all and celebrate diversity. We acknowledge our strengths and weaknesses to empower us to grow.

We are ambitious and learning is purposeful, creative and authentic.

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

- Theodore Roosevelt



Staff have matched the following articles from the UN Convention on the Rights of the Child to the Curriculum Policy: 1,2,3,4,6,12,13,15,23,27, 28,29,30 and 31

"You only ever truly arrive, when you accept you never will!"

Resilient

Resourceful

Ready to learn

Reflective

Responsible

AIM: To Create a Culture of Healthy, positive Relationships throughout the school and the community which will impact on the quality of learning and allow us all to Thrive! Healthy Relationships are fundamental to our well-being.

Who: Our children, families, staff, governors and extended community

How: Developing our school Behaviours

Be Safe

Keep ourselves safe and those around us safe with everything we say and do

Be Respectful

Treat each others as we would like to be treated ourselves

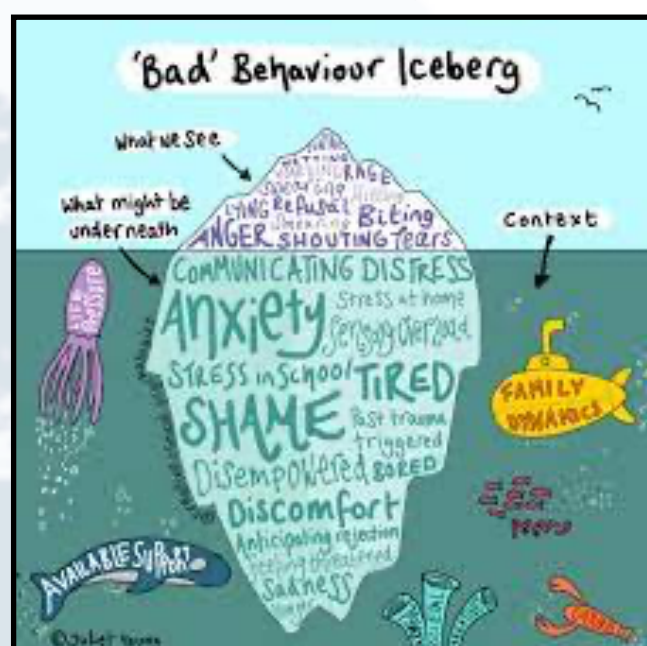
Be the Best you can Be

Be honest and true to ourselves, and be proud of who we are

Be Kind

To ourselves and each other

How: Teaching Positive Relationships progressively: understanding our strengths and areas for development, owning our emotions, growing resilience and having a growth mindset form the basis for our professional development and our school curriculum- The Cadoxton Way!



What: Developing a Common Language

Making the right choice: Common language is used as a warning “STOP -Make the right choice” and then a choice of what can happen next is given putting ownership in the hands of the child.

Keep yourself safe and the other children safe!

Consequences: what happens after the wrong choice

Managed in a restorative way when the child/children are calm and ready

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 to learning

Rewards: Individual motivators for the child that acknowledge effort and give positive feedback. Happiness can only be derived from doing what is intrinsically rewarding to us, and this does not require others' applause.

To be self-motivated, faithful to ourselves, following own interests and be hooked on school and learning.

Active listening: being present and self-less

Equity for all: is making sure that all our children have access to the same opportunities

Self-Regulation: to have strategies to manage our own emotions and behaviours

Fairness: does not mean equal it means treating our children and families as individuals and supporting them to take ownership of their choices and actions.

Discipline: means to teach not to punish! Troubled children may not follow rules but they will follow a person.

Emotionally available adult: A key adult who has a connection with a child and who is emotionally available to actively listen and care.

The Cadoxton Way!: Being our authentic selves, doing what is right for us. Taking ownership and responsibility.

Bullying: Is a behaviour towards another child that is Repeated

Intended to hurt someone physically or emotionally

Often aimed at vulnerable groups or individuals

Behaviour: All behaviour is communication and is an expression of the child’s emotions. It is their actions or emotions not who they are as a person. **Connect with the person behind the behaviour.**

Judgement: We will not judge, we will listen to understand

We will ask positive questions because we are curious and to encourage positive emotions.

What was great about today?

Why?

'Learning and Growing Together, Being our Best Forever!'

Old approach=rules- consequences-rewards (one size fits all)



Our Beliefs, Commitment and our Effort we can control!

WHY

Creating positive Emotions

Building positive Relationships

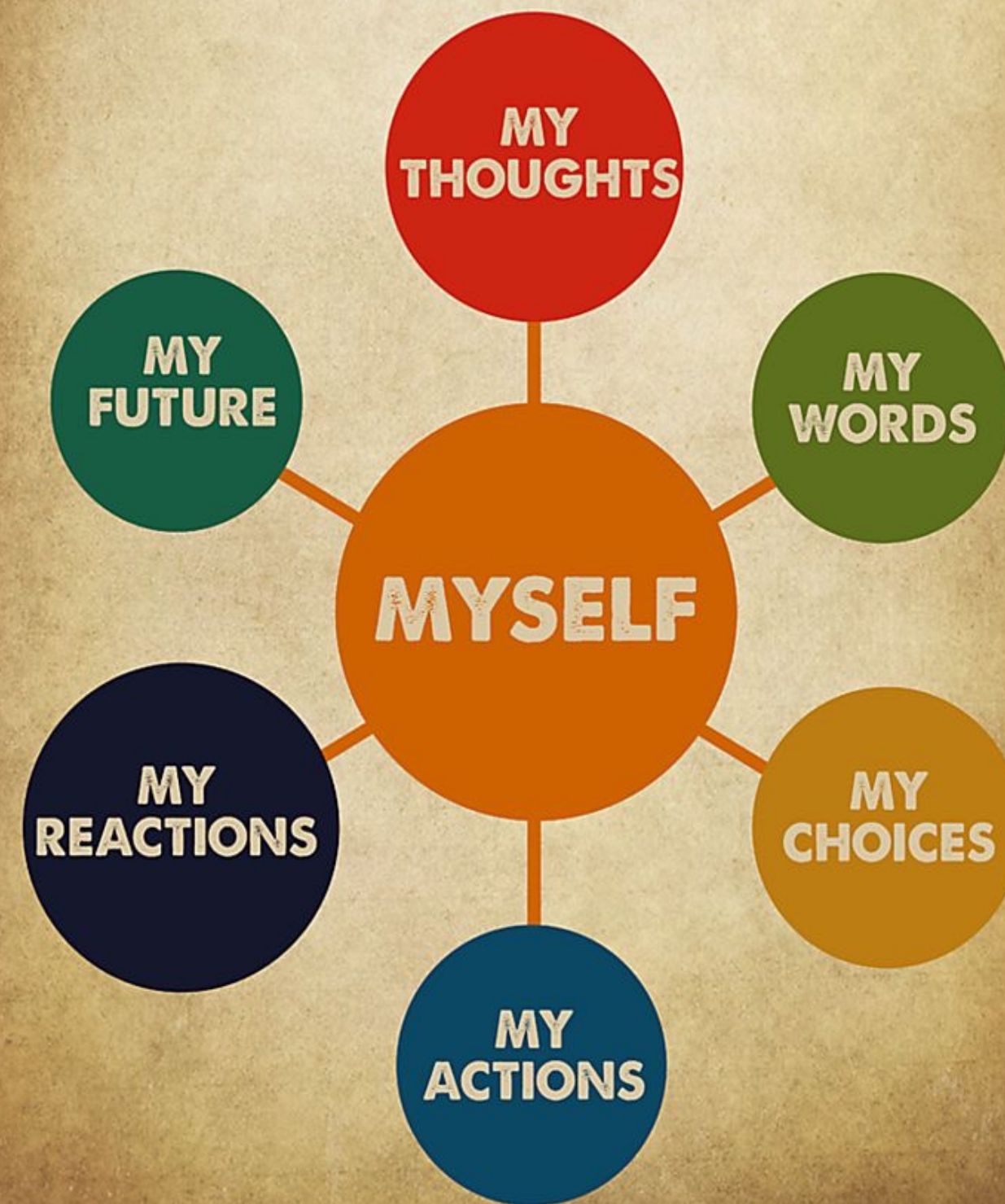
Growing my Resilience

Getting Gritty- Growth mindset

Taking action!

Teach and Role Model

I CAN'T CONTROL ANYONE ELSE BUT I CAN CONTROL



WHAT

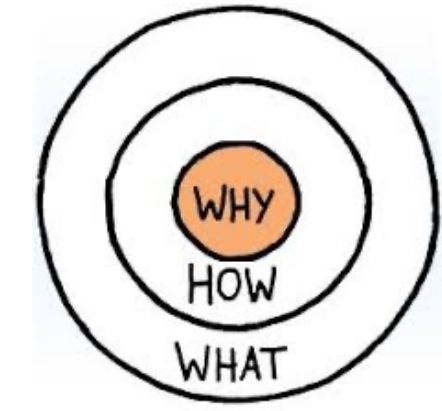
Core Behaviours

Be Safe

Be Respectful

Be the best you can be

Be Kind



HOW

Ready to Learn- I can always be committed to knowing how to be Self- regulated, equipped, determined, and ready to say 'Yes!' to great learning experiences on offer every day!

Resourceful - I can have lots of fantastic ideas to contribute and I can work well in groups as well as on my own

Reflective - I can think about what I am learning, I can listen to others' ideas and opinions, and I can always look for ways to improve and learn even more

Resilient - I can have a positive approach to learning, and never give up even if I find a task difficult or challenging

Responsible - I can always make the right choices and think for myself; I can always be in the right place, at the right time, doing the right thing, in the right way!

How?

Creating a Board and Balanced Curriculum with Relationships at the Heart

Healthy relationships are fundamental to our well-being.

This Area can help learners understand and value how feelings of belonging and connection that come from healthy relationships have a powerful effect on health well-being.

Learners need to recognise when relationships are unhealthy and need to be aware of how to keep safe, and seek support for themselves and others.

Learners will be encouraged to understand that, throughout their lives, they will experience a range of relationships. They will also be encouraged to develop their abilities to form, nurture and maintain relationships.

As a result, they will see how healthy relationships are vital for a healthy body and mind, allowing us to thrive.

We have a whole school approach to mental health and wellbeing in policy and practice. The main driver for our School Development Plan is our philosophical approach to Relationships. This will form the heart of all areas for development and remain at the centre of our learning. 'The Cadoxton Way!' Is our school based curriculum that exemplifies the way we teach.

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. Our national 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 each and every day in the hope that they become habits.

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
- Trauma Informed Practices

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 thrive.



How?

A purposeful environment where relationships can Thrive!

Communication Friendly Spaces

Our whole school approach is to see the environment as the third teacher and to embrace all that it has to offer. We have created an emotionally secure climate within an old victorian building that allows us all to have a sense of belonging, to feel safe, secure and ready to learn. We take time to think about the spaces we create and ensure that spaces can change and adapt to the needs of the learners and staff. Our environment is language-rich and is a nurturing learning space which is purposefully designed to provide the necessary stimulus to develop children's language and communication skills effectively. We have thought about physical needs and how children's holistic growth and cognitive development need to happen in the right kinds of stimulating places. All of us operate at our best when the environment we are in caters for all of our needs. Our community centre is a place for our parents and families to have their needs met and offers a space that is there for them to learn, grow and share together.

Our environment supports relationship development by allowing children to feel comfortable to talk openly in spaces that give them time and space with an emotionally available adult. Our classrooms are set up to encourage children to be social and interact with one another whilst also building space for them to develop their independence and access the resources they need to support their own learning. We have spaces that are bespoke to individual children and also shared spaces for relational learning to happen these include:

The Attic and The Den

Spaces where therapeutic play happens with Luna play therapists and our trauma informed staff



The Cwtch

Spaces in FP and KS2 where children go individually or in groups to have Elsa/Motional/Check in/out sessions.



The Staffroom

A space where staff can have time and space to build positive relationships.

The Community Centre

Space where our parents and families

Can go to have time and space to learn

Grow and share ideas. They can also access

Emotionally available adults.



How?

Restorative Practice School



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

Consequences 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 to 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

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.

Thoughts and Feelings

Diagram 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

Time and Space:

Getting them to the right space

Giving them time to be ready

Allowing them to self regulate

Making a choice

Active Listening Techniques:

Time and Space - need to be ready

Minimal encourages

Timeline

Reflections

Echo

Summary

Body Language

Formal Meetings

Available facilitator

Suitable Venue

Notes always taken

Pre-meeting preparation

Post meeting follow up - my concern

Safety for all

Willingness to participate



How?

Restorative Practice School

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; 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!

"Learning and Growing Together, Being our Best Forever!"

Restorative Conversation Rules:

- Only one person talks at a time!
- No interrupting
- Be calm and ready to talk
- Use very few words
- Never ask 'WHY'!
- Be respectful to each other
- Listen carefully to each other
- Questions will be first asked to the affected person.

"The Cadoxton Way:"
Being Safe
Being Respectful
Being the Best we can Be!

Cadog The Bear

Relationships

To help those affected

1. What happened ?
2. What did you think/feel at the time?
3. What impact has this had on you and others?
4. What had been the hardest thing for you?
5. What do you think needs to happen now?

Response to challenging behaviour

1. What happened ?
2. What were you thinking/feeling at the time?
3. What have you thought about it since?
4. Who has been affected by what you have done? In what way?
5. What do you think needs to happen now?

Be Safe **Be Respectful** **Learning Behaviours** **Be the Best you can Be** **Be kind**

What?

Behaviour as a form of communication

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!
- Be Kind

Self-Regulation:

- Step 1: In class away from the situation
- Step 2: Sofa outside the classroom
- Step 3: The Cwtch in each year group
- Step 4: The office

Making the right choice:

Common language is used:

“Make the right choice to keep yourself safe and the other children safe!”

A Cwtch: (A place in each year group where any child can go to be heard)

- 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.
- Cwtch- for parents (community centre)
- Check in and check out for specific children
- A place to clam down
- A place to go if you are hurt physically or emotionally



What?

Celebrations and Positive Feedback: The Cadoxton Way!

Rewards: Individual motivators for the child (The new approach is acknowledgement and positive feedback not praise or rewards!)

Key Understanding:

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.

Active Listening:

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

Element of surprise:

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

Celebration through communication:

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

Peer to peer- recognising and giving praise is apart of everyday life!



Positive Feedback:

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

Finding Key motivators:

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

Time to talk:

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

Improving Attendance or lateness:

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

What?

Teaching Relationships: The Cadoxton Way!

Teaching and learning about Relationships: (staff, children, parents)

- 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

Open door policy:

At the right time available adults to speak to parents at entrance and leaving school
Personal Meet and greet times

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

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!

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

Allow children to play at whatever age

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

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

Off the shelf solutions:

- 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!

Key people for Relationship Development:

- Hannah Cogbill- Community lead
- Sarah Roderick/Natasha Cockram - Family engagement leaders
- Family engagement team- Jordan D, Tracey C, Hannah G, Ryan R and Greg J.
- Rhian Milton- Head of school
- Elle Peate - Early Years leader and ALNco
- Trauma Informed Practitioners: Janet, Rhian, Hannah C, Elle P, Emma E, Natasha C, Sam C, Sarah B

Peer to Peer support:

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

Developing Relationships in the community

- Bespoke parent learning groups - flourishing families, ready steady cook, drop in sessions
- Bespoke parent sessions 1:1 support and guidance
- Workshops for parents with the children once a year
- Positive Relationship support groups - consistent approach
- Opportunities to feedback on the relationship policy
- Bucket filling club
- Extending the school day pilot
- Cwtch mornings- time to talk and share
- Resilience Video-workshop Educational psychologist

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



ACE Awareness: Commitment to tackling difficult issues to repair

ACE's questionnaire to help to identify and support children's specific needs

All adults trained and using WINE and PACE- annual PL offer

What to do: Child

If a child feels he or she is being bullied or becomes aware of others being bullied he or she should always speak to AN ADULT.

- Speak to any peer mediator or trusted friend
- Write it down and give it to an adult

What to do: Parent/Carer

If a parent or carer feels they or another child is being bullied, he or she should always speak to A KEY ADULT. Via phone, email or face to face! It is better to ask the question than not!

- Class Teacher/Key worker
- Head teacher/Deputy head/ Assistant head teachers/Governors

Support and help

The principle is that the child causing harm is held to account for their behaviour. This means:

- Accepting responsibility for the harm caused to the individual being bullied
- Accepting responsibility for the harm caused to others
- Recognising the need to take action, to begin to repair the harm caused and
- Agreeing a range of actions – in conjunction with all those involved

There is a range of restorative approaches and it is important that they are used in conjunction with consequences.

Pupils who have been bullied will be supported by:

- Being given an opportunity to discuss their experience in a safe and neutral environment.
- Reassurance and continuous support. They will be encouraged to tell an adult if there is any recurrence of the bullying.
- Children involved in instances of bullying will be carefully monitored to ensure pupil safety.

Definition:

Bullying is defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

TAKING ACTION:

All reported incidents will be taken seriously and investigated involving all parties.

A record will be kept on MY Concern (Safeguarding Online Monitoring System.)

All incidents should be dealt with in line with ‘Restorative Approaches’

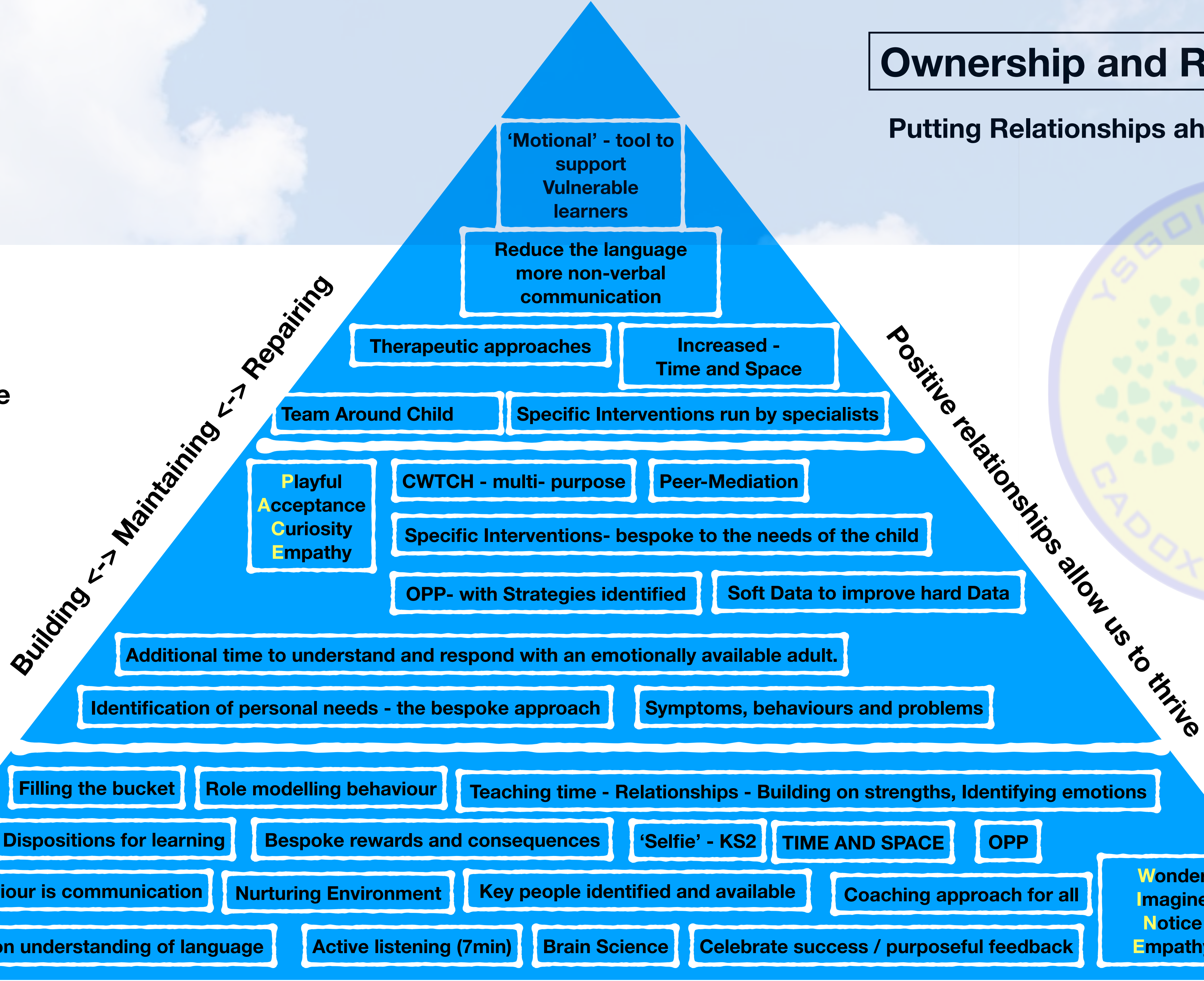
Those that are and have bullied will be supported to repair what has happened.

TRUST

- Kind
- Curiosity
- Resilient
- Disciplined
- Resourceful
- Persistent
- Tolerance
- Collaborative

Ownership and Responsibility

Putting Relationships ahead of everything!



So What?

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

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

Aims: created by the staff at Cadoxton

We will commit to putting relationships ahead of everything else

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

We will create a calm and purposeful atmosphere

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

We will be honest and expect honesty in order to build trust

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

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 by showing empathy and compassion

We will communicate using a common language

We will ensure equity to gain equality

We will find motivation 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 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

EQUALITY=sameness
Equality promotes fairness and Justice by giving everyone the same thing
BUT, it can only work if everyone starts From the same place.

EQUITY=fairness
Equity is about making sure people get access to the same opportunities. Sometimes our differences or history can create barriers to participation, so we must **FIRST** ensure **EQUITY** before we can enjoy equality.



So What?

We will be committed to and own a NO MATTER WHATapproach

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

Aims: Created by the children at Cadoxton

To know yourself- strengths and weaknesses

Communicate - listen carefully and share your voice with pride

Respect and be tolerant

Find ways to connect with each other

Challenge and have high expectations of one another

Restore and rebuild

Clear boundaries

A common language (restorative)

Call everyone by their name- value them as part of our school

Be open and honest even when it is hard



What is it?

We are committed to dealing effectively with complaints as soon as is possible. We aim to clarify any issues about which you are not sure. If possible we will put right any mistakes we have made and we will apologise. We aim to learn from mistakes and use that experience to improve what we do. Our definition of a complaint is 'an expression of dissatisfaction in relation to the school or a member of its staff that requires a response from the school.' This complaints procedure supports our commitment and is a way of ensuring that anyone with an interest in the school can raise a concern, with confidence that it will be heard and, if well-founded, addressed in an appropriate and timely fashion.

When to use this procedure

When you have a concern or make a complaint we will usually respond in the way we explain below. Sometimes you might be concerned about matters that are not decided by the school, in which case we will tell you who to complain to. At other times you may be concerned about matters that are handled by other procedures, in which case we will explain to you how your concern will be dealt with. If your concern or complaint is about another body as well as the school (for example the local authority) we will work with them to decide how to handle your concern.

What we expect from you

We believe that all complainants have a right to be heard, understood and respected, but school staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive or unreasonable behaviour. We will also not tolerate unreasonable demands or unreasonable persistence or vexatious complaining.

Have you asked us yet?

If you are approaching us for the first time you should give us a chance to respond. If you are not happy with our response then you may make your complaint using the procedure we describe below. Most concerns can be settled quickly just by speaking to the relevant person in school, without the need to use a formal procedure.

Our commitment to you

We will take your concerns and complaints seriously and, where we have made mistakes, will try to learn from them. If you need help to make your concerns known we will try and assist you. The governing body has consulted with staff and pupils on this policy and will consult further if any amendments are made in the future.

Our approach to answering your concern or complaint

We will consider all your concerns and complaints in an open and fair way.

At all times the school will respect the rights and feelings of those involved and make every effort to protect confidential information.

Timescales for dealing with your concerns or complaints may need to be extended following discussion with you. We may ask for advice from the local authority or diocesan authority where appropriate. Some types of concern or complaint may raise issues that have to be dealt with in another way (other than this complaints policy), in which case we will explain why this is so, and will tell you what steps will be taken.

The governing body will keep the records of documents used to investigate your concern or complaint for seven years after it has been dealt with. Records will be kept in school and reviewed by the governing body after seven years to decide if they need to be kept for longer.

Complaints that are made anonymously will be recorded but investigation will be at the discretion of the school depending on the nature of the complaint. Where complaints are considered to have been made only to cause harm or offence to individuals or the school, the governing body will ensure that records are kept of the investigations that are made and what actions are taken, including the reasons for 'no action'.

Answering your concern or complaint

There are up to three Stages: A, B and C. Most complaints can be resolved at Stages A or B. You can bring a relative or companion to support you at any time during the process but you will be expected to speak for yourself. However, we recognise that when the complainant is a pupil it is reasonable for the companion to speak on their behalf and/or to advise the pupil. As far as possible, your concern or complaint will be dealt with on a confidential basis. However, there could be occasions when the person dealing with your concern or complaint will need to consider whether anyone else within the school needs to know about your concern or complaint, so as to address it appropriately. If you are a pupil under 16 and wish to raise a concern or bring a complaint we will ask for your permission before we involve your parent(s) or carer(s). If you are a pupil under 16 and are involved in a complaint in any other way, we may ask your parent(s) or carer(s) to become involved and attend any discussion or interview with you.