



St. Michael's School

**NCSE RELATE Framework and
RELATE Explore Working Group
Journey Infographic**

June 2026



RELATE FRAMEWORK

Working Together for Wellbeing, Inclusion & Connection

Our 2-Year Introduction Journey (2025-2027)



Our RELATE Advisor
Laura Duffy
(NCSE)
Supporting us
through our two-year
RELATE journey.

1 OUR RELATE WORKING GROUP



Established on 14th January 2026

Made up of management, teachers and SNAs, our working group leads our whole-school implementation of RELATE.

Principal:
Mrs Gorevan

Teachers:
Samantha Hogg, Jacqui Feeney,
Gail Hartigan, Martina Gleeson

SNAs:
Joan Ryan, Lisa Walsh

2 BUILDING A STRONG FOUNDATION



We began by prioritising SNA training through a self-directed inservice resource pack.

Included:

- ✓ Introductory RELATE webinar
- ✓ RELATE Padlet & Framework document
- ✓ Podcasts (Spotify playlist)
- ✓ UDL Framework
- ✓ Neurodiversity Ireland resources
- ✓ Key topics: Co-regulation, Movement Breaks & Neuro-Affirmation

A Reflective Review Form supported meaningful, strengths-based reflection for SNAs.

3 STAFF ENGAGEMENT



- ✓ Follow-up meeting on 28th January 2026 to share feedback and plan next steps.
- ✓ Bitesize RELATE learning shared every Monday on Aladdin
- ✓ Identified our priority areas
- ✓ Developed resource packs and supports for classrooms
- ✓ Offering support to teachers in weaving RELATE through Positive Behaviour Support Plans

4 TEACH MEET – 4TH FEBRUARY 2026 (TEACHERS ONLY)



We held a Teach Meet for teachers to introduce our RELATE Teacher Toolkit.

- ✓ Explored key online resources
- ✓ Practical guidance on embedding RELATE in the classroom
- ✓ How to incorporate RELATE into Positive Behaviour Support Plans



We also strengthened our links with:

- Wellbeing in School's (SSE) – our whole-school approach to wellbeing
- Restorative Practice
- Bi Cineálta

Promoting a culture of wellbeing, connection, and inclusion for every child, every day.

5 PRACTICAL SUPPORTS FOR OUR CLASSROOMS



We have developed and shared RELATE Resource Packs and Teacher Toolkits which include:

- ✓ Checklists
- ✓ Screeners
- ✓ Student profile templates
- ✓ Worksheets & practical supports

★ Designed to be accessible, practical and ready to use in our classrooms.

6 EMBEDDING RELATE ACROSS OUR SCHOOL



Positive Behaviour Support Plans

We are weaving RELATE principles into PBSPs, with support available from our working group.



Whole-School Policies (In Progress)

Linking RELATE with our Code of Behaviour, SPHE / Wellbeing Policy, Restorative Practice and Bi Cineálta.



Whole-School Approach

A consistent, relational approach focusing on relationships, regulation and inclusion for all.

7 IMPACT TO DATE



- ✓ Increased staff awareness of RELATE
- ✓ Shared language around behaviour and regulation
- ✓ Practical tools now available for everyday use
- ✓ Strong collaboration between teachers, SNAs & leadership
- ✓ Focus on relationships and pupil wellbeing

8 RELATE PRINCIPLES – AT THE HEART OF WHAT WE DO



Rights Based
Ensuring the rights of the student are central.



Student Voice
Actively listening and responding to student input.



Regulation First
Prioritising co-regulation and self-regulation before addressing behaviours.



Neurodiversity Affirming
Recognizing and valuing diverse learning needs.



Solution Focused
Shifting from blame to proactive, positive solutions.



Staff and Student Wellbeing
Prioritising the wellbeing of everyone in the school community.



Unconditional Positive Regard
Maintaining a positive, accepting attitude towards students.



Universal Design for Learning (UDL)
Creating flexible learning environments.

9 NEXT STEPS



- ✓ Continue weekly staff engagement through Aladdin
- ✓ Further develop and refine classroom resource packs
- ✓ Support teachers in embedding RELATE into PBSPs
- ✓ Progress integration of RELATE into school policies
- ✓ Gather feedback from staff and pupils
- ✓ Monitor impact on wellbeing and behaviour

Ratification / Communication

This document was ratified by the Board of Management at a Board meeting on 24th June 2026.

A copy of this document will be placed in all Policy Folders throughout the school and will be available on Aladdin and on our school website (www.stmichaelsholyangels.com). A digital copy will be displayed as well as hard copies in the school.


Signed:
Chairperson, Board of Management

Date: 24th June 2026



Restorative Practice

Our 3-year journey with Connect RP

2023-2026



What is Restorative Practice?

Restorative Practice is a values-based way of thinking and acting that focuses on building positive relationships and dealing with conflict in a respectful, caring way.

OUR FOCUS

Embedding Restorative Practice (RP) as a whole school approach to relationships, wellbeing and behaviour through the Connect RP programme.

OUR JOURNEY SO FAR...

1 Year 1 2023-24

- All staff completed Restorative Me training (7-hour CPD)
- Established an Ubuntu Team to lead RP
- Ubuntu Team completed Restorative Us training
- Introduced the giraffe as school symbol
- Ensured access to Connect RP platform for training and resources for all staff

2 Year 2 2024-25

- Introduced and modelled circle practice in classrooms and staff meetings
- Developed classroom RP resources and visual supports
- Displayed and used RP Questions when dealing with conflict

3 Year 3 2025-26

- Shared good practice through observation, modelling, and staff meetings
- Provided staff with RP lanyards for consistency
- Introducing RP student curriculum across the school
- Shared Kindness Breakfasts with staff

Practical Supports for Classrooms

- Created resource packs for classrooms
- Visual displays and posters throughout school
- Supplied giraffe 'talking' piece for classrooms
- Displays of RP Questions and problem solving wheels in corridors and yard



UBUNTU TEAM

Made up of a cross section of our school community
Team Leaders:

- Karen Quinn
- Ciara Wilkinson

Team:

- Martina Gleeson
- Jackie Corrigan
- Ciarnait McLaughlin
- Mary Joyce
- Joan Ryan

Embedding RP across our school

- Whole School policies
- Linking RP with RELATE, Code of Behaviour, SPHE/Wellbeing Framework, Bí Cineálta
- Whole-school approach a consistently inclusive culture of wellbeing, respectful relationships, and shared responsibility.



Positive Relationships



Caring Culture



Connected Communities

THE 6 RP QUESTIONS

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you did, and in what way?
5. What do you think you need to do to make things right?
6. What needs to happen now to move forward?

IMPACT SO FAR

- Strong staff engagement and shared understanding of RP
- Increased use of restorative language and approaches
- Positive school climate and relationships
- Clear systems to support consistency and sustainability

NEXT STEPS

- Ensure weekly circle practice in all classrooms
- Embed consistent use of the 6 RP questions
- Further develop student ownership of RP language
- Fully implement the RP student curriculum
- Induction process for new staff
- Share Connect RP journey with parent/guardians & Board of Management

