



## Promoting Positive Relationships

At Marykirk Primary School our overarching aim is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become *Ready, Respectful* and *Aspiring* young people.

Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. To support this vision all members of staff have the responsibility to uphold our nurturing ethos and to ensure that the individual rights of every child are met.

All staff have the responsibility to:

- **Meet and greet** children at the door.
- Refer to '**Ready, Respectful, Aspiring.**'
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Ensure that children will have the opportunity to be involved in a weekly **restorative circle**.
- Use a **visible recognition** mechanism throughout every lesson.
- Be **calm** and give 'take up time' when going through the steps. Reflect and communicate with others. **Prevent before sanctions**.
- **Listen** to what the children have to say, without judgement.
- **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
- Recognise that if a child is in an emotionally heightened state they need to use **minimal language**, instead using **visual support cards**.
- **Never ignore** or walk past learners who are behaving badly.

Our philosophy of behaviour management is based on a restorative approach within the principles of GIRFEC (Getting it Right for Every Child). This approach:

- Draws a crucial distinction between **the person** and **her/his behaviour**.
- Is based on 'Fair Process' - engagement, explanation, expectation, clarity.
- Believes imposed solutions are less effective, less educative and possibly less likely to be honoured.
- Assumes that the people directly involved are best placed to resolve a conflict. Pupils are therefore encouraged and helped to take **responsibility** for their actions and put things right.

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning and teaching contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to allow children to develop a pride in themselves and their work. Classroom management and teaching methods have an important influence on children's behaviour. These are clearly set out in our Learning & Teaching policy.

## **Restorative Approaches and Procedures**

At the beginning of every academic session each class establishes its class charter. This should be embedded in the SHANARRI (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included) Principles and the UNCRC.

Children will be actively involved in weekly social groups to further enhance their social skills.

Positive behaviour will be recognised within each class through the use of their own reward system. These will be shared through class newsletters.

At whole school level, positive behaviour will be celebrated in a variety of ways e.g Golden Book, recognition of consistent behaviour and consistent effort in work and in class praise, incentives and encouragement. Staff will use positive notes and positive phone calls home to communicate positive behaviour with parents.

## **Restorative Conversations**

Everyone affected by a behaviour, a conflict situation or a problem is involved in a discussion using questions.

### Restorative questions P1 - P3

Person responsible:

- What happened?
- How did you make that person feel?
- Do you agree with the consequence?

Person harmed:

- What happened?
- How did that make you feel?
- What would you like to see happen?

Restorative questions P4-P5

Person Responsible:

- What happened?
- What were you thinking at the time?
- How were you feeling?
- Who has been affected?
- How do you feel about your actions now?
- How can we make sure that this doesn't happen again?

Person Harmed:

- What happened?
- How are you feeling now?
- What do you think needs to be done to put things right?
- How can we make sure that this doesn't happen again?

Restorative questions P6-P7

Person Responsible:

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- Who has been affected by this? How have they been affected?
- What do you think needs to happen now?

Person Harmed:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- How have you/anyone else been affected by this?
- What's been the hardest thing for you?
- What would you like to see happen?

Possible actions ensuring the consistency of approach between the playground and the classroom:-

- Pupils can be offered a 'time out' card by staff.
- If conflict happens in the playground the Restorative Conversation will take place in the playground, or when the child has calmed down. Class teachers and Senior Leadership Team will be available for support if required.

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- Where possible, the adult witnessing the behaviour starts the restorative conversation. The Head Teacher will be available for support if required.
- Restorative conversations will be formally recorded in the behaviour book, which is located in the Head Teacher's office.

If behaviours are recurring:

- Highlight to the class teacher and/or senior leadership team.
- Self-reflective health and wellbeing activities will be completed at lunchtime, if deemed necessary by senior leadership team.
- Parental involvement will be sought.
- Individual targeted behaviour programme for school to be drawn up.
  
- Advice may be sought from external agencies.
- Lunchtime groups will be provided.
- As a last resort possible exclusion procedures would be put in place as per Aberdeenshire's Exclusion Policy after adaptations to the curriculum/alternative curriculum, time out and nurture groups have all been considered.

### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher and parents so that strategies can be discussed and agreed before more formal steps are required.