



# Macduff Primary School

## Relationships Policy 2019

### Why do we need a Relationships policy?

At Macduff Primary School, we want to promote a caring and supportive environment to allow all members of the school community to feel safe, respected and ready. To promote respect for others within the whole school community

### What are we striving to achieve?

- To encourage positive attitudes towards each other, learning and the environment.
- To provide a calm and consistent approach
- For all adults to take responsibility for behaviour and follow-up personally
- For adults to use micro-scripts so that a shared, consistent language is used
- To actively promote positive behaviour and restorative approaches
- To limit punishments as they are proven to be ineffective for modifying behaviour.
- To provide a safe, comfortable and caring environment where optimum learning can take place

### How are we going to achieve this behaviour?

Our Macduff Map (overleaf) sets out the rules, memorable routines and visible consistencies that all children and staff follow. Our map is based on the work of Paul Dix and his book 'When the Adults Change, Everything Changes'. Good behaviour is recognised sincerely rather than rewarded. This makes good behaviour about relationships rather than a pursuit of rewards. Children are praised publicly and reprimanded in private. The school has 4 simple rules which can be applied to a variety of situations and are taught and modelled explicitly.

We understand that for some children following our behaviour expectations are beyond their developmental level, or that their behaviours are based on early childhood experiences or family circumstances. We recognise that their behaviour is a way of communicating their emotions. These children will have bespoke behaviour plans in place which may include rewards to reinforce positive behaviour.

### Exclusion

Exclusion is an extreme step and will only be taken in cases where the safety and learning of others is being seriously hindered. Aberdeenshire schools have a separate Exclusion Policy.

This policy has been discussed with children, staff and parents – November 2019

### Our Rules

1. Always be Honest
2. Always be respectful
3. Always be kind
4. Always Aspire

### Visible Consistencies

1. Calm adult behaviours
2. Expected behaviours acknowledged
3. Going above and beyond is praised
4. Take time to meet and greet

### Above & Beyond Recognition

1. Letter, email, phone call, postcard home
2. Recognition boards
3. Outstanding behaviour & Progress certificates/Awards
4. Hot Chocolate with SLT



## Macduff Primary School Relationships Map

### Memorable Routines

1. Quality Audience.

2. Quality Movement.

3. Quality conversations

### Stepped Boundaries

1. Reminder of rules
2. Do you need help with this rule?
3. Last chance (*using microscripts & mantras as appropriate*)
4. Immediate consequence
5. Repair / Restorative conversation  
.....
6. Parental involvement including the child
7. Restorative conversation with SLT (*straight to this step if serious incident*)
8. Individual Behaviour Plan (*obs & ideas req'd*)
9. Exclusion

### Scripts and Sayings

1. I can see that maybe you are feeling.....
2. I can see that because you are.....
3. The consequence of this will be.....
4. Do you remember the... (positive behaviour) I saw...? That's who I need to see again now.
5. Thank you for listening.

### Restorative Questions

1. What happened?
2. What have you thought since?
3. Who has been affected?
4. What could we do to put this right?
5. How can we do it differently in the future?
6. What could we do to help you?