



## Macduff Primary School

### Positive Relationships and Restorative practise 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 learn. We look to develop the concept of restorative justice therefore, this policy aims to be of use in the following ways:

- as preventative - to promote positive relationships within the whole school community
- as responsive - and repairing when difficulties arise
- as part of support and intervention for more long-term and persistent difficulties.

#### **Rationale:**

All members of the school community have the right to be respected and accepted for who they are. All members are required to work together to produce a learning environment which promotes self discovery and awareness. In order for this to be achieved, behaviour of all members needs to be managed appropriately and conducive towards creating a supportive and nurturing environment. To this end all members are expected to embrace the following:

1. Building and maintaining social relationships within the school and wider community.
2. Representing the school and oneself appropriately and responsibly at all times.
3. Responsibility for one's own actions and mindful of their impact on others.
4. Respecting other people, their views and feelings.
5. Empathising with the feelings of others.
6. Being fair.
7. Being committed to listening to others and thinking through their point of view.
8. being actively involved in decisions about one's own life.
9. Admitting that everyone makes mistakes and not judging others or oneself for past misdemeanours.
10. Reflecting on one's own behaviour and actions.

#### **Recognition**

Recognition is used to celebrate and praise those who follow the school's expectations, go above and beyond and make a special effort. We recognise when pupils demonstrate positive relationships and behaviours and we support pupils who find this challenging. This is accomplished through praise, House Points, certificates, class and SLT recognition and celebration of the four capacities (Successful Learner, Effective Contributor, Confident Individual and Responsible Citizen).

#### **Ethos:**

Rights and responsibilities:

At Macduff Primary School we recognise that teaching involves helping pupils develop into well rounded adults that are self assured, compassionate as well as successful. As a result, pupils are taught about rights and responsibilities as dictated in The Convention of the Rights of the Child. In line with article 29, all children are taught that they have a right to an education that fosters the development of their personality and talents, preparation for a responsible adult life, respect for human rights as well as the cultural and national values of our country and that of others. Along with this children are taught of their responsibility to ensure that their behaviour does not take this right

away from others. This behaviour policy aims to respect the rights of the child whilst teaching them the life skills to deal with conflict appropriately and positively.

All members of the school community will agree to respond to situations restoratively by recognising that negative behaviour is usually a consequence to an action or pattern of behaviour deemed hurtful or inappropriate. Pupils will be given tools and skills to help resolve conflict and repair any hurt they may have caused. These will be taught through our Health and Well being policy during real and imaginary situations.

Older pupils will be trained as peer mediators. All mediators will help the parties involved work through the following questions until reparation is reached:

Five basic questions:

1. What happened?
2. What part did you play?
3. How were you affected?
4. What do you need to make it right?
5. How can we repair the harm?

This will only work if all parties agree to be truthful.

The aim of this policy is not to punish negative behaviour but to ensure that it stops re-occurring through developing empathy, understanding the impact of their actions and decisions and how it can affect others and impact on their experiences, thoughts and feelings.

## **Role of all adults in School**

All staff members can have an impact on behaviour by rewarding and recognising actions that are deemed positive. Behaviour that is consistently rewarded influences ethos, attitude and attainment.

With this in mind staff must take into account the following:

- Model school expectations
- Promote positive behaviour
- embrace mistakes and see them as opportunities for learning rather than something to be ashamed of
- Everyone deserves a second chance.
- Adults are role models for behaviour. Disputes handled positively and with maturity will negate in a positive response from pupils.
- Try not to bring too much attention to unwanted behaviour; the lowest response possible often discourages escalation.
- Remember fair treatment and same treatment are not synonymous! "Getting it right for every child", at times can necessitate different treatment.
- Expectations between behaviour at home and at school can differ greatly. Children need to be very aware of what is acceptable at school and this must be adhered to consistently.

## **Role of Parents/Carers**

- Model School expectations
- Support the school's positive relationships and behaviour policy and procedure
- Communicate any concerns regarding their child/ren or any issues which may impact on their child's relationships or behaviour
- Promote their own child/ren to be accountable for their own relationships and behaviours

- Work in partnership with the school and other agencies (if appropriate) to meet the needs and the best interests of their own child/ren

### **Procedures for dealing with behaviour management issues:**

As every individual child and details of situations are different, the responses and actions will be specific to individual circumstances. The first step will be restorative conversations.

Before Restorative conversations can take place, the facilitator must ensure that all parties agree to partake fairly and honestly. The facilitator must remain non judgemental at all times. The five basic questions should then be used to guide the conversation until a resolution has been reached.

In addition, actions may also include:

- Alternative arrangements at specific times during the school day
- Additional pastoral support
- Intervention Prevention teacher support
- Pupil Support Worker support
- Advice from School Educational Psychologist
- Seek advice from Social Work or Health professionals
- Multi Agency support
- Courting exclusion
- Internal exclusion
- School exclusion

### **Serious incidents and issues of a serious nature:**

Serious or ongoing issues must be referred to the Head teacher for advice and consultation.